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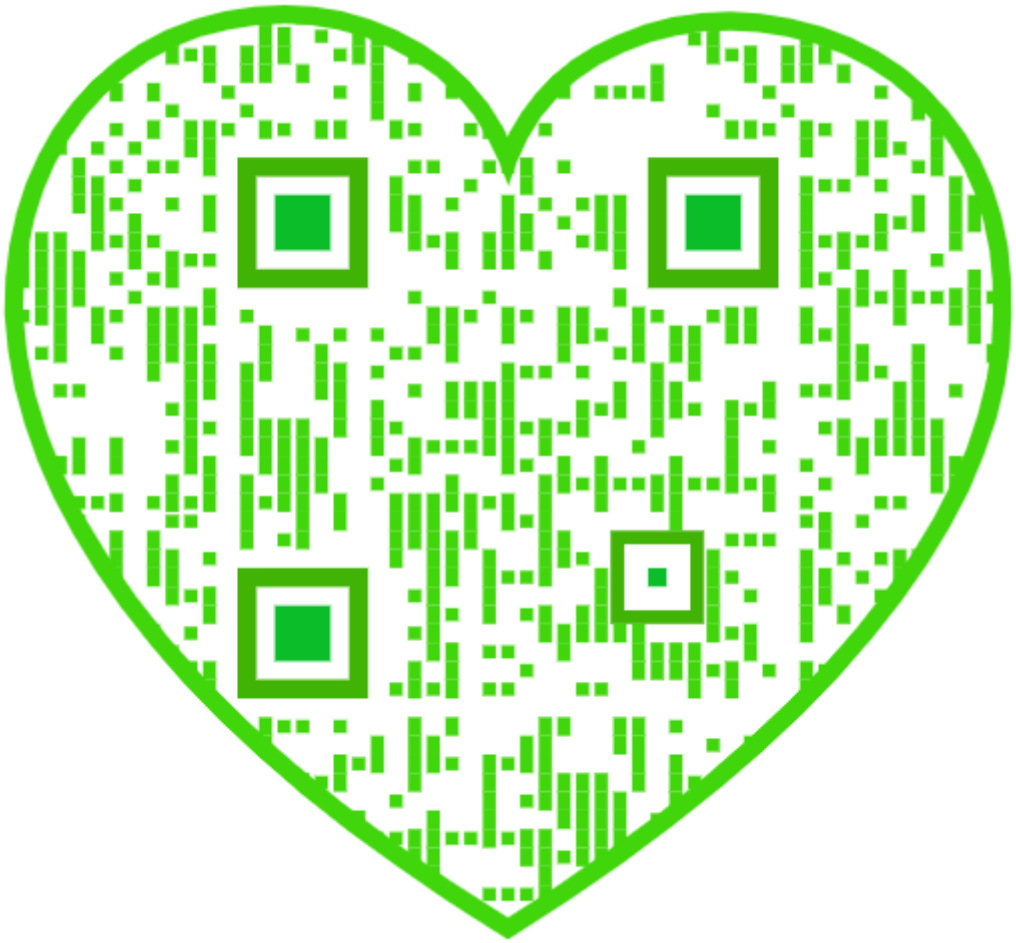

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Aids for Teaching General History.

HISTORY.

Students and Teachers of History will find the following to be invaluable aids:—

Studies in General History.

(1000 B.C. to 1880 A.D.) *An Application of the Scientific Method to the Teaching of History.* By MARY D. SHELDON, formerly Professor of History in Wellesley College. This book has been prepared in order that the general student may share in the advantages of the Seminary Method of Instruction. It is a collection of historic material, interspersed with problems whose answers the student must work out for himself from original historical data. In this way he is trained to deal with the original historical data of his own time. In short, it may be termed *an exercise book in history and politics.* Price by mail, $1.75.

THE TEACHER'S MANUAL contains the continuous statement of the results which should be gained from the History, and embodies the teacher's part of the work, being made up of summaries, explanations, and suggestions for essays and examinations. Price by mail, 85 cents.

Sheldon's Studies in Greek and Roman History.

Meets the needs of students preparing for college, of schools in which Ancient History takes the place of General History, and of students who have used an ordinary manual, and wish to make a spirited and helpful review. Price by mail, $1.10.

Methods of Teaching and Studying History.

Edited by G. STANLEY HALL, Professor of Psychology and Pedagogy in Johns Hopkins University. Contains, in the form most likely to be of direct practical utility to teachers, as well as to students and readers of history, the opinions and modes of instruction, actual or ideal, of eminent and representative specialists in leading American and English universities. Price by mail, $1.40.

Select Bibliography of Church History.

By J. A. FISHER, Johns Hopkins University. Price by mail, 20 cents.

History Topics for High Schools and Colleges.

With an Introduction upon the Topical Method of Instruction in History. By WILLIAM FRANCIS ALLEN, Professor in the University of Wisconsin. Price by mail, 30 cents.

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Edited by EDWARD CHANNING, PH.D., and ALBERT B. HART, PH.D., Instructors in History in Harvard University. For the use of Classes in History, in Geography, and in Geology. Price by mail, 60 cents.

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We publish also small Outline Maps of North America, South America, Europe, Central and Western Europe, Asia, Africa, Great Britain, and the World on Mercator's Projection. These maps will be found invaluable to classes in history, for use in locating prominent historical points, and for indicating physical features, political boundaries, and the progress of historical growth. Price, 2 cents each, or $1.50 per hundred.

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AIDS

FOR

TEACHING GENERAL HISTORY;

INCLUDING

A LIST OF BOOKS RECOMMENDED FOR A WORKING SCHOOL LIBRARY.

BY

MARY D. SHELDON,

FORMERLY PROFESSOR OF HISTORY IN WELLESLEY COLLEGE, TEACHER OF HISTORY IN THE OSWEGO NORMAL SCHOOL, NEW YORK, AND AUTHOR OF STUDIES IN GENERAL HISTORY.

18112

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AIDS FOR TEACHING GENERAL HISTORY.

THE time has come when the teacher of history, as well as the teacher of chemistry or biology, demands for his work a certain material equipment, which shall enable his pupils to realize some of that mental vigor which springs from individual work with the sources of knowledge. In Germany, this demand has been met by what are known as *Quellenbücher*, or collections of illustrative and original sources; and in my own *Studies in General History*, I have made some attempt to meet such a need for our secondary schools; but even had the teacher some ideal Quellenbuch to place in the hands of his pupils, he would still find that every extension of equipment which can give *new material for work and thought* will pay for itself again and again in results more genuine and lasting.

For the teacher of history, a material equipment mostly consists of pictures, maps, and books. Of pictures, the most valuable are photographs of buildings, statues, monuments, reliefs, and remains in general,[1] — and contemporary prints, portraits, or engravings of the time to be considered. The latter can often be found in desirable reproductions, and teacher and pupil alike will find a great interest in collecting historical cuts and engravings from old and new magazines and the better class of illustrated papers. These, as well as the photographs, should be nicely mounted on separate sheets of uniform style and size, and clearly labelled; in the case of an

[1] The Soule Photo. Co., 338 Washington St., Boston, Mass., will furnish on application catalogues of such photographs, *unmounted*, from which a very desirable selection may be made.

engraving or print, its source and date should be given. The mounting, labelling, and collecting, and even the purchasing, should be done, as far as possible, by the pupils, the teacher being prime director and adviser. Of maps, the best available collection for most of our schools is that of Labberton; and his last edition is accompanied by a full text, which makes it a good work of reference as well. But this collection should be duplicated and supplemented by maps of the pupils' own making. These may be quickly and effectually made by using Heath's *Outline Maps of Ancient History, Europe, Central and Western Europe, British Isles, England, France, Germany, Italy, Greece, etc.*,[1] and filling in the historical part with colored pencils, ink, or, when pupils are so inclined, they may be more elaborately finished with water-colors. A sheet of such little maps of France, for instance, showing her territorial divisions and boundaries at different dates, would make an excellent graphical presentation of much of her history.

Closely allied to maps are graphical representations of time, which are a powerful aid in remembering the relation and sequence of dates. There are several publications which present history in this way; Lyman's *Historical Chart* (Philadelphia) being one of the best. But far better than any prepared work of this kind are century-maps, as they may be called, done by the pupils themselves. At the very beginning of his study, the student should provide himself with as many sheets of good stout paper as there are centuries in his proposed course.[2] The ordinary sermon size will be convenient, and some arrangement should be made by which, as the study progresses, these sheets may be fastened together like a long folding map, so as to give the eye a continuous representation of

[1] For the graphic representation, by the pupil of geography, geology, history, meteorology, economics, and statistics of all kinds. Two cents each; per hundred, $1.50. Map of Ancient History, three cents each; per hundred, $2.50.

[2] The ordinary stout manilla paper, sold at a few cents a yard, is heartily recommended for these mounts.

the time considered. Each of these sheets should be boldly and strikingly headed by its own century, each should bear in separate colors the countries considered, and each should have its two or three leading events, names, or movements heavily and clearly printed out. The principle underlying such representations is, that visible place-relations are of great value to the average mind in fixing and remembering the more abstract relations of time. But within the boundaries of this principle, the pupil should be left very free to fill out his century-map in the style, proportion, and detail which best suits him, since the more closely the work is done in accordance with individual taste and aptitudes, the more strongly will it grow into the memory as a permanent acquisition.

Of books it is more difficult to form a collection; and yet some accessible collection is necessary, and the more of it that can be placed in the class-room itself, the better. The teacher needs at least four different kinds of books, each kind having its own power and worth. He needs a full and accurate collection of dates, facts, and names, well indexed; the best single work of this sort is perhaps Tillinghast's *Ploetz' Epitome of Universal History.* He needs a good modern narrative, which shall embody the results of the best scholarship, and serve as a guide to proportion and completeness; such an aid is to be found in Freeman's *General Course.* If he has access to a library, or the means to form one, he wants to know what are the best books on any part of his subject, and the value and contents of others; such an aid he will find in Adams' *Manual of Historical Literature.* A shorter and very useful bibliography of the subject has been made by Prof. W. F. Allen of Wisconsin University, and is published in Hall's *Methods of Teaching and Studying History.*[1] These aids being obtained, the teacher is ready to buy and use advantageously books of a fourth class, — books which bring him as near as possible to the deeds, the

[1] This bibliography adds also an excellent short list of historical novels, poems, and plays. The publishers are D. C. Heath & Co., Boston.

lives, the thoughts and feelings, of historic eras and peoples. Of these books, Plutarch's Lives deserves the first place in the list. But, whether much or little can be done to obtain such expressions of the past, teacher and pupils can at least co-operate to preserve for the school some collection illustrative of the present time. If the means are not available for keeping the complete file of a first-class paper, and even if they are, teacher and pupils should collect newspaper clippings, pamphlets, notices, and other ephemeral publications which contain significant speeches, letters, arguments, or striking accounts of contemporary events by the actors or witnesses. Such collections grow rapidly in value. Such materials dating from the Civil War or from the preceding slavery contest are already difficult to obtain, though full of historic interest and instruction; and our own time has as surely its desirable, though ephemeral, records. Such materials as these might be kept in a series of annual scrap-books, or in large manilla envelopes, enclosed in covers, classified according to years or half-years. A good plan is to keep pictures, maps, and scraps on mounts of the same size, or that may be folded to the same size, and to arrange them, without regard to subject, in alphabetical order, in stiff, clearly-labelled covers. Others may prefer to arrange them by topics; but such collections are rather like a dictionary or cyclopedia than a narration, and the alphabetical plan requires fewest cross-references. But teachers need never hesitate at the labor of making rearrangements, whenever it seems desirable; since such work is of great value to pupils, as well as very agreeable to them. *provided you do not ask them to do their own work over.*

Such a material equipment as that above indicated is the very least that any teacher of general history should demand of himself and his patrons. Where means and opportunities are more generous, the teacher should extend his aids as rapidly as possible, having due regard to the properties of his subject and the ability and available time of his students.

He will find that the purchases which will pay best in interest and enthusiasm are books of the fourth class named above, — books which may be described as those of the earliest or contemporary sources (*List D*).

In making the following list, books of the first three classes are named, as well as those of the fourth, since many schools are so situated as to have access to no large library. In such cases, enough of the first three classes must be purchased to render the sources intelligible; where larger purchases of such works are within the means of the school, the buyer should carefully consult Adams' Manual.

A. BOOKS COVERING THE WHOLE FIELD OF GENERAL HISTORY.

Adams, Charles K. Manual of Historical Literature. New York, 1882. $2.50. A descriptive and critical bibliography of the whole subject, including an especially fine portion on United States history.

Bagehot, Walter. Physics and Politics, or thoughts on the application of the principles of natural selection and inheritance to political society. London and New York, 1873. $1.50.

"I only profess to explain what seem to me the political prerequisites of progress, and especially of early progress. . . . Here physical causes do not create the moral, but moral create the physical."

Freeman, Edward A. General Sketch of History. London and New York, 1880. $1.00. A complete, compact narrative, accurate, well-proportioned, philosophical.

Haydn, J. Dictionary of Dates. New York, 1885. Eighteenth edition, revised to date. $5.00. A full and standard work of reference, in which events and names are arranged alphabetically, with full dates and summary descriptions.

Labberton, Robert H. New Historical Atlas and General History. New York, 1886. $2.40. 198 colored maps and 30 genealogical

charts. The maps are admirable for the uses of the class-room, or for any student who is making his first acquaintance with the study of General History since they are diagrammatic and free from detail.

Ploetz, Carl. Epitome of Ancient, Mediæval, and Modern History. Translated, with extensive additions, by William H. Tillinghast. Boston and New York, 1884. $3.00. This work can hardly be overestimated as a handbook of general reference; it is very fully indexed, and the matter is arranged in periods and by countries. It is especially valuable in modern history for the full summaries that are given of treaties.

Sheldon, M. D. Studies in General History. Boston, 1885. $1.60. Contains many illustrative extracts from original sources.

Thomas. Universal Pronouncing Dictionary of Biography and Mythology. Titled on back as Lippincott's pronouncing biographical dictionary. Philadelphia, 1886. One volume, $12.00; two volumes, $15.00. The standard dictionary of this sort in English.

[Since new editions are constantly appearing of some of the above works, care should be taken in purchasing, to insist always on the latest in the market.]

B. BOOKS COVERING THE WHOLE FIELD OF ANCIENT HISTORY, OR OF GREEK AND ROMAN HISTORY.

Fustel de Coulanges. The Ancient City. A Study on the Religion, Laws, and Institutions of Greece and Rome. Edited in translation from the latest French edition, by Willard Small. Boston, 1874. $2.00. This book is perhaps the best single volume that can be read in order to gain an insight into the underlying principles, tendencies, and character of antiquity. The author is brilliant, philosophical, and scholarly.

Reber, Franz von. History of Ancient Art, with 310 illustrations. Published in translation from the German. New York, 1882. $2.50. This work covers the whole field for Egypt, Assyria, Persia, Greece, and Rome; and its excellent and numerous pictures make it invaluable.

Sheldon, M. D. Studies in Greek and Roman History. Boston, 1886. $1.00. Simply the first half of the "Studies in General History."

Smith, Philip. A History of the World, from the Earliest Records to the Present Time. Only Ancient History finished, in three volumes. London and New York, 1866. $6.00. An excellent narrative history of the whole period of ancient history, including that of Egypt, Assyria, Babylonia, Judæa, Persia, Greece, and Rome. Its style is easy, and embellished with many extracts from original sources. Adams recommends it as the product of "a careful and judicious observer."

Smith, William. Dictionary of Greek and Roman Antiquities. New York, 1843. $6.00. The standard work on this subject, and rendered still more valuable by many cuts from ancient coins, reliefs, etc.

C. BOOKS COVERING THE WHOLE FIELD OF MODERN, MEDIÆVAL, OR OF MODERN AND MEDIÆVAL HISTORY.

There is no single work in English which covers the modern and mediæval periods so admirably as Philip Smith's *History of the World* covers the field of antiquity; although, in French, Victor Duruy's manuals of Mediæval and Modern History[1] cover the field admirably, being scholarly, vivid, and rich in illustration. Of books accessible in English, the following are recommended: —

Bryce, James. The Holy Roman Empire. New York, 1877. $1.75. A sketch of the first importance for understanding the organic connections of ancient and modern history, of Church and State, of the Papacy and the Empire, from the beginning of our era to the present time.

Dyer, Thomas Henry. The History of Modern Europe from the Fall of Constantinople in 1453 to the close of the Crimean War in 1857. Five volumes. London, 1861. $22.50. A standard, very full, and accurate work of reference, in narrative form.

Gibbon, Edward. The History of the Decline and Fall of the Roman Empire. The best edition is that of Dr. Smith. London. Eight volumes. New York, 1880. Six volumes. $12.00. This classical work is still a rich repertory of material for all the centuries, from the age of Trajan and the Antonines, to the taking of Constantinople

[1] "Histoire du Moyen Age" and "Histoire des Temps Modernes"; each of these is published in a single moderate 12mo volume.

by the Turks in 1453. The notes of this edition, by Milman and Guizot, add greatly to its value. Although Gibbon was the first to give a just estimate of the life and work of Mohammed, still this portion of his work, perhaps, most requires the supplement of modern scholarship. The best single book to furnish this is, in my judgment, R. Bosworth Smith's *Mohammed and Mohammedanism*. New York, $1.50.

Guizot, François. History of Civilization in Europe. Paris, 1831. Translations published in New York and London. Two volumes. $4.00. "Perhaps no other historical book is capable of stirring more earnest and fruitful thought in a thoughtful student."— ADAMS.

Lacroix, Paul. The Arts in the Middle Ages and at the Period of the Renaissance.

Manners, Customs, and Dress during the Middle Ages.

Military and Religious Life in the Middle Ages and at the Period of the Renaissance.

The Eighteenth Century; its Institutions, Customs, and Costumes.

Science and Literature in the Middle Ages and at the Period of the Renaissance.

Five volumes; large octavo. London, 1880. Edited in translation from the French. Lacroix was long curator of the Library of the Arsenal in Paris; and these books derive their great value from their wealth of fac-simile illustration, drawn from contemporary manuscripts, coins, carvings, and their numerous cuts of buildings, monuments, furniture, armor, etc. They were originally published at $12.00 a volume, and that is still their price in first-class binding, and with all their fac-similes; but copies can be obtained bound in cloth, and lacking the colored reproductions, for much less, and almost as valuable for school purposes. The volumes are sold separately. The most useful ones for general use are "The Arts" and "Military and Religious Life." Second-hand copies can occasionally be obtained.

Morris, Edward A. [editor]. Epochs of History. London. A series of 16mo vols., republished in New York from time to time by the Scribners, and sold separately at $1.00 a volume. Especially valuable for the general student are the numbers on *The Crusades*, *The Thirty Years' War*, *The Puritan Revolution*, *The Beginning of the Middle Ages*, *The French Revolution*, and *The Era of the Protestant Revolution*.

Sheppard, John G. The Fall of Rome and the Rise of the New Nationalities. A series of lectures on the connection between ancient and modern history. London and New York, 1861. $2.50. "Large dependence on original authorities." — ADAMS. Gives an excellent foundation for an understanding of the Middle Age.

White, Rev. James. The Eighteen Christian Centuries. London and New York. Second edition, 1862. $2.00. A short, vivid review of the leading events and characters from the time of Christ to the present day.

D. TRANSLATIONS, REPRINTS, AND ABRIDGMENTS OF CONTEMPORARY OR ORIGINAL SOURCES.

[When books are described as belonging to the *Bohn Libraries*, it is understood that they are published in London and New York, and that they cost from $1.40 to $2.00 per volume. The American publishers are Scribner and Welford.]

Ammianus Marcellinus, The Roman History of, during the Reigns of . . . Constantius, Julian, Jovianus, Valentinian, and Valens. Edited in translation as one volume; Bohn's Libraries. Adams describes it as "accurate, faithful, impartial." It is, moreover, vivid.

Arrian. The Anabasis of Alexander; or, the History of the Wars and Conquests of Alexander the Great. Translated from the Greek by E. J. Chinnock. London, 1884. $3.00. Arrian flourished in the first part of the second century of our era; but his book is one of the most "accurate and authentic" of historical works.

Bede. Ecclesiastical History of Great Britain and the Anglo-Saxon Chronicles. Edited by Giles, in Bohn's Libraries. $2.00. Bede covers the period from Cæsar's invasion of Britain to A.D. 664. The "Anglo-Saxon Chronicle" extends from the year 1 to 1154 of our era. That portion of the latter which relates to Alfred the Great, it is believed to be practically the work of his own hand.

Birch, S. Records of the Past; being English Translations of the Assyrian and Egyptian Monuments. Eleven volumes; second edition. London, 1875–1878. $18.00.

Charles, Mrs. E. R. Chronicles of the Schönberg-Cotta Family. New York, 1864. $1.00. This work is so largely a compilation and trans-

lation from original and contemporary sources that it forms a valuable addition to any library on the period of the Reformation.

Chronicles of the Crusades. Bohn's Libraries. $2.00. Contains the chronicles of Richard of Devizes and Geoffrey of Vinsauft concerning the crusade of Richard I. of England, Joinville's Memoirs of Louis IX., and extracts from a Saracenic account of the latter King's Crusade.

Chronicles, Six English. Bohn's Libraries. $2.00. Contains the Chronicles of Ethelwerd, Asser's Life of Alfred, Geoffrey of Monmouth, Gildas, Nennius, and Richard of Cirencester. One of the least valuable of the Bohn series for our purposes.

Chronicles of Europe, Early. A series of books put forth by the Society for promoting Christian Knowledge, and containing at present the following three volumes: *Italy*, by Ugo Balzani; *England*, by James Gairdner; and *France*, by Gustave Masson. New York and London, 1883. $1.20 a volume. As an exposition of original sources, the volume on Italy is distinctly the most valuable, containing extracts from Cassiodorus, Gregory the Great, the Chronicle of St. Benedict, the Venetian Chronicle of John the Deacon, the Letters of Gregory VII., and the Chronicles of the Maritime Republics. Aside from the fact that the extracts are more abundant in this volume, the work has also more value from the point of view demanded by general history. The works on England and France are rather of the nature of full descriptive bibliographies, containing also short biographies of the chroniclers. That on France is especially of this nature.

Commines, Philip of. Memoirs. London and New York. Two volumes in Bohn's Libraries. $2.80 each. These memoirs contain the history of Louis XI., Charles VIII., and Charles the Bold, Duke of Burgundy; one of the best of all the chronicles.

Demosthenes, Orations of. Bohn's Libraries. Five volumes. $7.00. The best original we have as showing the situation of affairs and the state of feeling just before the fall of Greece.

Eginhard's Life of Charlemagne. Edited in translation in Harper's Half-hour Series. Twenty cents. Eginhard was the friend and secretary of Charlemagne, and this work is the prime authority for the life of the Great Charles.

Froissart, Sir John. Chronicles of England, France, Spain and Adjoining Countries, from the Latter Part of the Reign of Edward II. to

the Coronation of Henry IV. Edited in translation by Thomas Johnes, Esq. Two volumes. London, 1839. $12.00.

For many schools, the *Boy's Froissart* edited by Sidney Lanier, and published in one volume by the Scribners for $3.00, is a very desirable introduction to the expensive original.

Homer. Iliad. Prose translation by Lang, Leaf, and Myers. London, 1883. $1.50.

Odyssey. Prose translation by Butcher and Lang. London, 1879. $1.50. These renderings are especially valuable for historical purposes, being at the same time exact and beautiful. Bryant's translation of Homer is also heartily recommended, especially for younger pupils.

Herodotus. A New English Version. Edited with notes and essays . . . by Canon Rawlinson, Sir H. Rawlinson, and Sir J. G. Wilkinson. With maps and woodcuts. Four volumes. London and New York, 1859. $10.00. "By far the most valuable version."—ADAMS. Also in Bohn's Libraries. One volume. $2.00. Herodotus is our great original for all the history of Greece to the end of the Persian wars. For these wars his account is contemporary and of the first importance. He tells us much also of Egypt and the East.

Livy, Titus. The History of Rome. Edited in translation from the Latin by George Baker. Two volumes. New York, 1861. $7.50. Also in four volumes in Bohn's Libraries. $8.00. Of the one hundred and forty-two original books of Livy, only thirty-five remain. These comprise an interrupted history of Rome from its foundation to 166 B.C. The most valuable part is that which deals with the Punic wars.

Luther, Martin. Table-talk. Translated by Hazlitt. Bohn's Libraries. $1.40. A selection is made in one of the little volumes of Cassell's National Library. Price ten or twenty-five cents, according to binding. Most valuable to give the spirit, thought and feeling of Luther.

Mazade, Charles de. Count Cavour. New York. $3.00.

This work is so rich in Cavour's own words that it becomes a fine contemporary source for the diplomatic and political history of the first half of our century.

Mazzini, Joseph. Life and Writings. London, 1864–1870. An abridgment of this, with an introduction by William Lloyd Garrison, under the title of *Joseph Mazzini: his Life, Writings, and*

Political Principles (New York, 1872. $1.75), will, perhaps, be as useful for the majority of school libraries. This life, covering the long and important period from 1809 to 1872, and being the autobiography of a man who was at the very heart of the movements for national independence and constitutional government, is, perhaps, the best single primary source which can be named for this aspect of our nineteenth-century history.

Mead, Edwin D. [editor]. Old South Leaflets. These leaflets are invaluable for the teacher of United States History. Each one contains an important document or extract illustrative of our history, such as pages from De Tocqueville's *Democracy in America*, Cotton Mather's *Magnalia*, the *Federalist*, etc. Sold at five cents apiece. $3.00 per hundred. They can be obtained of D. C. Heath & Co., Boston.

Ordericus Vitalis. Ecclesiastical History of England and Normandy. Four volumes. Bohn's Antiquarian Library. This history begins at the year 1 of our era and continues to 1141. From 1075, Ordericus is a contemporary of the history he relates, and tells the story of this important formative period both for England and Normandy. He is a prime authority for these years, and particularly valuable as giving a view of manners and of the political and religious state of contemporary society.

Pellico, Silvio. My Ten Years' Imprisonment. London and New York, 1866. Cassell's National Library. Ten or twenty-five cents, according to binding. This little book throws a vivid light on despotism, seen from the point of view of an imprisoned Italian patriot.

Pepys, Samuel. Diary. Four volumes. In Bohn's Libraries. $8.00. For most schools, however, the three little volumes of extracts from the "Diary" for 1660–1661, for 1662–1663, and for 1663–1664, in Cassell's National Library (each volume ten or twenty-five cents, according to binding) will give quite enough of this old gossip, who has preserved for us so exact a picture of the Restoration Court.

Plutarch. The translation from the Greek, known as Dryden's, edited by Arthur Hugh Clough, is on the whole the best. Five volumes. Boston, 1875. $3.00. Also in one large octavo volume. Also in Bohn's Libraries. Four volumes. Also in a cheap edition published by Alden of New York. A number of the "Lives" can be bought in Cassell's National Library. Contains forty-six lives of famous

Greeks and Romans; a work of capital importance in every school library.

Powell, F. York [editor]. English History from Contemporary Writers. London and New York, 1887, etc. This is the name under which Mr. Powell is editing a series of little volumes, each one devoted to a "well-defined portion of English History," and composed of "extracts from the chronicles, state papers, memoirs, and letters of the period considered, the whole arranged in chronological order, and accompanied with summaries for reference." Of this most admirable series four volumes have already appeared, namely, *Edward III. and his Wars*, *The Misrule of Henry III.*, *Strongbow's Conquest of Ireland*, and *Simon de Montfort and his Cause*. These books are rendered still more valuable by the illustrations, which are reproductions from contemporary coins, manuscripts, reliefs, carvings. The American edition costs 60 cents a volume, the English, a shilling (25 cents).

Rémusat, Madame de. Memoirs, 1802, 1808. Published in translation in one volume. $2.00. New York, 1888. Madame de Rémusat was one of Josephine's maids of honor, and her book gives an inside view of Napoleon's character as seen at home. The memoirs as they stand were written from memory, the first copy having been destroyed.

Saint-Simon, the Duke of. Memoirs of the Reign of Louis XIV. and the Regency. Translated from the French, in an abridged edition of three octavo volumes, by Bayle St. John. London, 1876. Three volumes. $6.00. This book, says Adams, was probably "the severest blow the Bourbons ever received."

Schaff, Philip. The Creeds of Christendom; with a history and critical notes. Four volumes. New York, 1877, etc. $16.00. This work contains the formal creeds and official statements of doctrine, from the Apostles' Creed to the present time.

Scoones, W. Baptiste. Four Centuries of English Letters: selections from the correspondence of 150 writers, from the period of the "Paston Letters" (fifteenth century) to the present day. London, 1883. $2.40. The selection is made on the basis of style or contents. Their interest is rather social than political.

Story of the Burnt Njal. Edited by G. W. Dasent. Two volumes. London. $7.50. This is an admirable version of an old Icelandic

Saga, in which, more closely, perhaps, than in any other single work, one can see reflected the manners, temper, institutions, and character of our Teutonic ancestors. Unfortunately, it is now very rare, and brings a high price.[1]

Suetonius. Lives of the Twelve Cæsars [Julius Cæsar to Domitian, inclusive]. One volume. In Bohn's Classical Library. $2.00. Although Suetonius is a standard authority for this subject, he is a much less desirable original to possess than Tacitus or Plutarch, since the last-named writers join to historic faithfulness the highest excellences of style.

Tacitus, C. Cornelius, The Works of. Edited in translation. Two volumes in Bohn's Library. $4.00. Contents: Annals and History of the Empire during the first century A.D. to the accession of Vespasian, including account of the Jews; a treatise on the situation, manners, and inhabitants of Germany; the life of Agricola; a dialogue on Oratory. One of the first originals to be obtained.

Thucydides. The History of the Peloponnesian War. Edited in translation by B. Jowett. Two volumes. London and New York, 1881. Vol. I., Translation; Vol. II., Notes, Essays, and Dissertations. $8.00. A brilliant translation of a great original. Less expensive but still good is the version to be obtained in Bohn's Classical Library. Two volumes. $2.80.

[1] Lacking this, one might still obtain Dasent's "Popular Tales from the Norse." This book is also rare; but one can easily get Anderson's "Viking Tales of the North," [Chicago, $2.00], or Mabie's "Norse Stories retold from the Edda" [New York, $1.00].

QUESTIONS IN ROMAN HISTORY.

Designed to cover both Sheldon's and Swinton's General Histories.

In answering these questions, the text-book used should be named, as this fact will make a difference in the character and proportion of the answers.

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1. Describe the physical geography of Italy, and state its advantages for the development of Roman power. Name the races inhabiting it at the earliest period of its history, and locate each geographically.

2. What was the earliest form of government at Rome? Who were the plebeians? the patricians? Describe the political and social condition of each in the earliest period of Roman history. What was the Comitia Curiata (Curiate Assembly)? The Comitia Centuriata (Centuriate Assembly)?

3. Into what periods may you divide the history of the Roman Republic? Give the bounding dates of each period.

4. What is the story of Cincinnatus? What character did Cincinnatus display?

5. What changes were made in favor of the plebeians from 510 to 264 B.C.? How were these changes brought about? Define or describe each of the following terms: consul, dictator, tribune of the plebs, veto, assembly of the tribes, twelve tables.

6. Tell what you know of the Gallic invasion of Rome.

7. Describe the Roman territory at each of the following dates, — 510 B.C., 264 B.C., 146 B.C., 27 B.C. Characterize and name its government at each of these dates.

8. How did Rome secure and consolidate her conquests? What relations existed between Rome and the Italians before the so-called "Social War"? What duties and privileges distinguished the Roman citizen before this time?

9. What was the origin of the first Punic war? What was its result to Rome? to Carthage?

10. How did the second Punic war come about? In what did the greatness of Hannibal consist? On what occasions did he display this greatness? What was the outcome of the second Punic war?

11. What was the cause and what the result of the third Punic war?

12. What other conquests were made by Rome during the time of the Punic wars?

13. Describe a Roman province as it existed in the last age of the Republic.

14. Contrast the Roman personal character of the fourth with that of the first century B.C. To what do you attribute the change? Contrast the same periods in regard to the Roman political character. Describe the elder Cato (Cato the Censor).

15. What do you understand by an "agrarian law"? Explain the relation between slavery and the small Italian farmers in the latter days of the Republic. What became of the small farmers?

16. Who were the Gracchi and for what did they contend? What parties arose from their contentions, and with what leaders? Which of these two parties did Cæsar represent?

17. What were the conquests of Rome after 146 B.C.? What generals led her in these conquests, and in what war or wars was each famous?

18. Who were involved in the "Social War"? What was its cause, and what its result? What event do you associate with the name of Catiline? What troubles arose from the slaves of Rome?

19. What do you understand by the "Triumvirates"? What was the aim and what the end of each? What decisive battle finally ended each? Describe the relation of Cæsar to Gaul.

20. Describe the crossing of the Rubicon. Under what title and with what powers was Cæsar ruling Rome just before his death? Why and by whom was he slain? Describe the work of Cæsar for Rome. In what did his greatness consist? Compare him with Pericles.

21. Describe the boundaries of the Roman Empire under Augustus Cæsar. Under what forms did he rule? Illustrate.

22. What were the corn-bounties at Rome, and what was their result? The gladiatorial games? What was the Coliseum?

23. What modern countries have been formed from the Roman Empire?

24. What civilizations were included in that empire? Classify the provinces according to their civilizations.

25. What was the greatest period of Roman art and literature? Name four Romans distinguished in these directions.

26. Name four distinguished or remarkable emperors after Augustus, stating in what century, and for what each was famous.

27. What was the Pretorian guard? Describe Roman citizenship as it existed under the early empire. What great change was wrought in regard to it, and by whom, after the days of the Antonines?

28. What great constitutional change was made in the latter part of the third century, and by whom?

29. Name two things for which Constantine is noted.

30. What was the effect of Rome on the provinces? Prove it. Who were the barbarians? What effect had they in Rome?

31. Compare the western and eastern empires of Rome in regard to civilization, language, government, population.

32. Give the striking points in regard to the growth of Christianity within the empire. Why did Rome regard Christianity as dangerous? State the points of opposition and contrast between the Christians and the Pagan empire. What was the relation between Christianity and literature in the last two centuries of the empire?

33. What unity existed in the later Roman empire? What sources of decay and corruption? Illustrate.

34. Contrast the Roman and the Teuton as they were at 400 A.D. What had been the relations of Roman and Teuton before 476 A.D.? Name three of the barbarian leaders, and tell something of each.

35. Describe the so-called "Fall of Rome." To what do you attribute that event?

QUESTIONS IN GREEK HISTORY.

Designed to cover both Sheldon's and Swinton's General Histories.

In answering these questions, the pupil should state which of the two text-books has been used, since the character and proportion of the answers may vary according to this fact.

1. Describe the physical geography of Hellas. Contrast it with that of Egypt and Assyria. What political results followed from its peculiarities? What industrial results? What were its advantages for an early civilization? What ranges of territory were occupied by the Greeks? Name four cities in which Greek power and civilization centred.

2. What great contrast between the history of Egypt or Assyria and that of Greece? Which history is the more valuable to us, and why?

3. Write a short description of the Trojan war, giving parties engaged, cause, result, and place. What is the subject and who the author of the Iliad? Of the Odyssey?

4. Describe the Homeric Age in regard to government, the family, religion, ideals of manhood.

5. What were the foreign influences felt by early Greece? In what ways did Greece show something new to the world?

6. Give the periods of Greek history, with their bounding dates. What is meant by an Olympiad?

7. What relation between the Dorian migration and the Greek cities in Asia Minor?

8. What were the two leading states of Greece? Describe each in race, location, character, fame and influence. What great change in their government occurs between the Homeric Age and 500 B.C.?

9. Name three bonds of union felt by all Hellenes. What remark have you to make in regard to the comparative strength of the principles of unity and of localization among them? Illustrate.

10. Who was Lycurgus? Describe the political constitution of Sparta, according to the Lycurgan laws. What was the system of education imposed by them? Describe the results of the Spartan system to the state, the family, the individual.

11. Describe the constitution of Athens before the time of Solon. What great changes were introduced by him?

12. In what sense was Pisistratus a tyrant? How did he gain and how exercise his power?

13. What were the reforms of Clisthenes? After these reforms, what name should be applied to the political constitution of Athens?

14. What was the cause of the Persian wars? Compare the Greek and Persian dominions at 500 B.C. Compare their unity, government, and civilization.

15. Note the chief events from 492–479 B.C. Of these events, which were most decisive or noteworthy? Name and charac-

terize the Greek leaders in these wars. Tell the story of Thermopylæ. What relation between Thermopylæ and Lycurgus?

16. What were the results of the Persian wars to Athens? to Sparta? to Hellas in general?

17. What distinguished the age of Pericles? Name four special directions of Greek greatness during this age.

18. What was the cause of the Peloponnesian war, and what its immediate occasion? What parties were involved in it, and how was each characterized? What were its results to Athens? to Sparta? to Hellas in general?

19. What was the last Greek city to rise to Hellenic power, and who was her most famous leader?

20. Under what leader and by what methods did Macedon obtain Greek supremacy? Who was Philip's chief opponent in Greece, and by what method did this opponent work against him? What position did he desire to acquire for Macedon in relation to the Greek states? Of what importance is the date 338 B.C.?

21. Name the principal points in the route of Alexander's conquests. What countries belonged to his empire? What empire did he obtain possession of? In the name of what people were his conquests made? What was done with his empire at his death? What important and permanent states sprang from it? What were the results of the Alexandrian conquests to civilization? what civilizations did these conquests bring together?

22. What were the Greek leagues? What modern governments do they somewhat resemble?

23. What seems to you to be the general cause of the inability of Greece to stand against Macedon, and later against Rome? What the peculiar excellence of the Greek state? What the peculiar excellence of the Greek character?

The Use of Progressive Outline Maps

in connection with the study of History.[1]

As in the subject of Geography the study of the map is an essential help, so in the study of History it becomes an important feature in the clear presentation of many facts.

If true that "Writing makes an exact man," in some equivalent sense the tracing upon a map the movements of peoples in their voyages and explorations, and the growth of nations in their acquisition of territory serves to fix these facts in the mind more exactly and permanently.

In the study of the history of the United States, the Progressive Outline Map of the World may be used with advantage :

I. To indicate the movements of renowned explorers in the epoch of Voyages and Discoveries : —

Let the pupil locate the home of the Northmen, and observe that their surroundings and distance from the more densely populated and enterprising portions of the continent rendered them adventurous upon the seas. Let him, with dotted line, trace their probable route to Iceland in the early centuries, and their subsequent voyages to Greenland and along the eastern coast of North America. Upon these lines should be printed the name of the explorers, "Northmen," and the dates 800 and 1000, indicating the probable time of their explorations.

II. As the study progresses, and the discoveries of Columbus are considered, his birthplace may be located upon the map, and his most important voyages traced from the Spanish port to their termination.

It would be well to distinguish the routes of voyagers of different nations, either by different colored inks or pencils, or by varying the style of tracing line, as dotted line, dash line, chain line, etc. (See explanation in lower left corner of the Map of the

[1] The Progressive Outline Maps of England, Greece, and Ancient History, being intended for use in connection with the study of History, are printed in black ink, and will require no tracing. The Progressive Outline Map of the World in Mercator's Projection may also be had printed in black ink.

World.) The name of the place at which a landing was made should be printed in the map, as well as the name of the discoverer and the date of the voyage or discovery.

In the same manner trace the voyages of the English discoverers, the Cabots, Drake, Gosnold, Frobisher; of the French discoverers, Verrazani, Cartier, Champlain, and De Monts; of the Spanish discoverers, Balboa, De Soto, Magellan, etc.

III. The permanent settlements may be located and their names printed in the map, together with the dates of the settlements and the name of the nation under whose auspices they were made. The Progressive Outline of North America is adapted for these facts. Thus, at the point where was made the first permanent English settlement in America, let the pupil print in the name "Jamestown," and against it the date of the settlement, "1607"; underneath this, or in direct connection with it, he should print the name "English," thus signifying the nation under which the settlement was made.

IV. To designate the territorial grants of land made to the various companies who undertook to colonize the newly discovered world, the Progressive Outline of the United States is better adapted. Let the pupil draw the parallels of latitude which form the northern and southern boundaries of the grants to the London and Plymouth Companies, and note that these extended westward through the unknown and unexplored wilds of the great country to the Pacific Ocean. Let him set off with a colored pencil or ink the Dutch, Spanish, and French claims, and observe how these overlapped each other and the English grants. In no better way can he get a clear idea of the confusion caused by these rival claims and the wars entailed thereby.

V. Upon the same outline (United States) let the pupil set off and color, with variously colored crayons, the original thirteen states, and print in each its appropriate name.

Let him also mark off and color the Mississippi territory ceded at the treaty of Paris, the North-West Territory, ceded by the northern section of the original thirteen states to the government

in 1787; the Louisiana purchase in 1803, which more than doubled the territory of the country; the Florida purchase in 1819; the Texas annexation in 1845; the territory acquired by conquest from Mexico in 1848; and the Gadsden purchase in 1853.

To do this as the study of the history progresses will impress indelibly upon the mind the unparalleled growth of this great nation.

VI. The military campaigns of the French and Indian, and other colonial wars, of the War of 1812, the Revolutionary and the great Civil War, may be traced upon this map, but to better advantage and more in detail upon the Progressive Outlines of the sections of the United States.

Thus, using the Outline Map of the Middle Atlantic States to illustrate Burgoyne's Campaign in the Revolutionary War: —

Let the pupil first observe the purpose of the campaign, — to separate the New England from the other colonies by taking and holding the line of forts from Ticonderoga to New York, — then with dotted lines trace the movements of the enemy from fort to fort, printing in the names of each as they were captured, and marking each locality where a battle was fought with the picture of a flag, and so on to Saratoga, where the British commander surrendered and the campaign came to an end.

In this connection, special mention should be made of the concurrent movements of Sir Henry Clinton and General Howe, the former upon the river-ports of the Hudson, with the intent to join forces with General Burgoyne, and thus render more effectual the isolation of the New England Army from the main body with Washington at Philadelphia; the latter upon Philadelphia, with the purpose of diverting the attention of the American commander-in-chief in favor of Burgoyne's efforts to reach Albany and Clinton's movements to aid him. These movements should be traced in the map simultaneously with the others, that their object may be with greater distinctness impressed in the pupil's mind.

Following this plan with all the principal campaigns of the great wars, the Progressive Outlines will prove an invaluable aid in this department of the history.

VII. The industrial growth of the country may also be delineated. Let the pupil designate the most densely populated parts of the country upon the Outline of the United States, and trace the lines of the great railroads, mark off the localities of the great staple productions, of mechanical industries and the great centres of trade.

VIII. The student of Ancient and General History may utilize first the Outline of Asia to locate the first great nationalities after the flood. Let him print in the names in their respective places, of the Aryan, Semitic, and Hamitic races: the Hindu and Persian nations representing the former; the Hebrews, Phœnicians and Arabs representing the second; and the Chaldeans and Egyptians representing the third of these races. On the Outline of the World may be traced with pencil the movements of the earliest known people, the Bactrians, their dissemination into distant regions until southern and western Asia, Australia, every part of Europe and America had become peopled by them, thus showing how "Westward the star of Empire takes its way."

Upon the Outline Map of Ancient History may be represented the movements of the great hordes and tribes of barbaric peoples, the conquests of the Greeks and Romans, the progress of civilization, the extent and division of empires, their loss and acquisition of territory, the formation and growth of nations, and the location of the great battles which formed the turning-points in history. The Outlines of Greece, England, Western and Central Europe are well adapted to indicate the development of many of these facts more in detail.

IX. For reviews these Outlines are especially useful. The reproduction from memory of the *progressive* map made during the progress of study, filled in with the data that may readily be expressed in the language of a map, together with notes of facts or explanations placed in the margin of the map paper, will at once indicate to a teacher the amount of knowledge retained by the pupil. Such a map can be produced by the pupil and read by the examiner in a small part of the time required for the usual written examination.

Outline Maps of the United States.

Prepared by EDWARD CHANNING, Ph.D., and ALBERT B. HART, Ph.D., Instructors in History in Harvard College.

Description.

The **Large Map** is printed on strong white paper, in four sections, each 26 × 42 inches; the sections are divided by the 95th meridian and the 37th parallel. They may be used separately or pasted together. There is no lettering upon the map, except the numbering of the parallels and meridians, — the location of the principal cities being indicated by dots. Price, 15 cts. per section; 50 cts. complete.

The **Small Map** is printed on tough white paper, in blue ink, and is 11½ × 18 inches in size, including a broad margin on the right-hand side, which furnishes space for written comments. The names of the principal rivers and the numbers of the parallels and meridians appear on this map. Price, 2 cts. each; $1.50 per hundred.

Application.

Physical Geography. By the simple use of shading and colors, the maps may be made the basis of reproductions or original sketches of physical geography, thus saving the cost of elaborate wall and other maps, and allowing teachers to exercise their individual knowledge.

Geology. They are also in use to illustrate geological lessons and lectures.

Meteorology. Conditions of climate, isotherms, and isobares may be shown upon the maps with great ease.

Statistical Maps. The increasing use of maps for exhibiting economic facts is facilitated by the use of these outlines. The maps in the Census Reports and Scribner's Statistical Atlas may be reproduced on the same or a larger scale. Among the subjects capable of this form of illustration are: the distribution of population; race elements; language elements; illiteracy; the distribution of manufactures, wealth, agricultural products; etc., etc.

Political Maps. As a basis for historical and political maps, the boundaries of the present States and Territories appear on the maps in faint lines. The pupil is thus taught to connect obsolete divisions with those now existing. A great variety of special maps may be drawn, among them the following: the Colonies and the United States at successive epochs; the distribution of electoral votes; the distribution of votes in Congress on the tariff and other important questions; annexation of territory; divisions into sections; divisions created by the great compromises; the Confederate States; etc., etc.

[OVER.

Use.

The **Large Maps** are suitable for large classes or for public lectures. They may be seen with clearness for a distance of upwards of forty feet.

The **Small Maps** are useful to the teacher or lecturer where a map may be passed from hand to hand. They will be found convenient for recording geographical facts in graphic form, and for copying rare or expensive maps. To the student or pupil the following, among other uses, may be suggested: (1) special maps may be reproduced during or after the lecture, as an exercise; (2) a series of such special maps will form an historical atlas for preservation; (3) examinations on geographical topics can be most easily conducted by putting into the hands of the pupil a blank map and requiring him to fill it out; (4) the pupil may be required to locate and name towns, gulfs and bays, lakes and rivers, States and Territories; (5) an interesting exercise will be the location of areas of staple products, or the range of animals and plants.

Mounting.

The large maps can be readily hung from horizontal wires by means of an ordinary spring clothes-pin; or they may be tacked flat on a frame; or they may be mounted on spring rollers. The paper is sufficiently strong to need, with ordinary care, no cloth backing. It is better to store them flat, folding or rolling as little as possible.

Coloring.

In coloring the blanks the following suggestions should be observed. Make the colors as bright and distinct from each other as possible. Chalk crayons answer very well for one use, but crock the paper if rolled, folded, or laid against another sheet. For the small maps ordinary colored lead pencils are sufficient. Still better are water colors, the cheapest grades being suitable. Care should be taken, when working with the large map, to prepare a quantity of the tint in the beginning, and to provide large brushes. The paper receives water colors well, but should be stretched and tacked down tightly so as to avoid undue contraction. The large maps will take oil colors; they should be mixed thin, and several days should be allowed for drying. The maps will be much plainer if the large water spaces are filled in with blue, or if at least the coasts are marked out by several parallel lines of blue. Mountains may be indicated by cross-hatchings of brown, or simply by long patches of that color; yellow is apt to disappear by gaslight.

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THE STUDENT'S OUTLINE HISTORICAL

MAP OF ENGLAND.

By T. C. RONEY, Instructor in History, Denison University, Granville, Ohio.

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History.

"Human affairs are neither to be laughed at nor wept over, but to be understood."

Studies in General History.

(1000 B.C. to 1880 A.D.) An Application of the Scientific Method to the Teaching of History. By MARY D. SHELDON, formerly Professor of History in Wellesley College, and recently Teacher of History in the Oswego Normal School, N.Y. 5½ by 7½ inches. Half leather. xvi + 556 pages. Price by mail, $1.75; Introduction price, $1.60.

IN the sciences no instruction is now considered sound which does not bring the pupil into contact with actual realities, and teach him how to handle and interpret them; in literature, the study of that which the author has written is fast superseding that which is written of the author; in history, however, the best teaching is still too much based on the reading of manuals, and the best text-books scarcely admit the training of any power save that of memory.

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from the given data. The book thus serves as a little historical laboratory or museum, in which the student may learn how to interpret the facts of society, and by means of which pupils who take nothing more than the ordinary course of history may obtain some of the benefits of that "*Seminary Method*," first employed in Germany, and now so rapidly superseding every other in our leading colleges.

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The Teacher's Manual to Sheldon's Studies

in General History. 5¼ by 7½ inches. Cloth. x + 167 pages. Introduction price, 80 cents.

CONTAINS summaries of all the results expected to be attained by the students' work, together with suggestions as to class-room method, topics for examination and essay work, and more general and connected views of the subject than it would be wise to include in the students' edition. In the preface to the Manual, the author says: —

"In teaching history in higher grades, three points must always be in mind: first, to give each student independent work; next, to subject the results of solitary, individual thought to the freest criticism and discussion in the class-room; last of all, the accepted results of the collective labor must be arranged in compact and logical order, and stowed away in memory. By the solitary study of the individual, the mind gains power and originality; by the 'free lance in a free field' of class-room work, the mind gains courage, sharpness, speed, and generous temper; by the strict, close sifting of study and discussion, it gains concentration, clearness, and breadth.

"To render the advantages of this method of instruction available for large classes with limited libraries, and a limited course of his-

torical study, I have made these two books: the Student's edition contains the material and the problems for independent study; the Teacher's Manual contains the answers to these problems, embodied in tabulations, and a running commentary of text, which may serve as suggestive for the discussions and the summaries demanded by the class-room.

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"Is history to keep its old form of a narrative, flowing uniformly, sonorous, and stately, or is it to be broken up into the scientific form of classifications and catalogues? Is it to be a story, or is it to be a problem? You know how I answer these questions; and it gives me much satisfaction to find that you answer them in the same way. You have taken the decisive step, and I hope you will persuade many of your countrymen and countrywomen to follow you. Till this step is taken, both in historical writing and historical teaching, I cannot imagine that history can be anything more than a delightful amusement. But I think you and those teachers who use your book, will get from it the much higher delight of feeling that you have given your pupils a real guide, a new science."—*March* 11, 1886.

E. A. Freeman, *the Historian.*

"A political constitution is a specimen to be studied, classified, and labelled, as a building or an animal is studied, classified, and labelled by those to whom buildings or animals are objects of study."

Ephraim Emerton, *Professor of History, Harvard University.*

"Thus everywhere we see the conviction gaining ground that the method of practice is indeed the only effectual method. Laboratories in natural science, the "natural method" of learning language, instruc-

tion by topics instead of by text-books, — all these are parts of one movement towards a higher and more effectual standard of instruction. How does it stand now with history? Perhaps more than any other study, history has suffered, and is suffering, from that misconception I have alluded to, that it means only a dreary mass of facts, dates, and events, strung along like so many beads on a chain, and with no more distinction in value or meaning. It is the rarest thing to find a man who has any idea whatever about the materials of historical writing, or of the methods used in dealing with these materials. Even educated men are inclined to regard history as a collection of stories merely, more or less entertaining to read, but not having any really serious bearing upon the present active life of men. That there is a science of history, with its apparatus, its schools, its devotees, and its great results already reached, is an extremely unfamiliar fact." — *Hall's Methods in History.*

Charles Kendall Adams, *Pres. of Cornell University (formerly Professor of History in Mich. University).*

"The mere memorizing of dry facts and assertions affords no intellectual nourishment, while it is almost sure to create a distaste for historical study, and, perhaps, will even alienate the taste of the scholar forever. The first of all endeavors, therefore, should be to put life and action into what, as it stands, is a mere bundle of dry bones.

"This can be done in two ways. The information of the teacher may be used to illustrate what is set before the class as a lesson. Questions hinted at in the lesson may also be assigned the class for personal investigation. The first method will always be used to some extent by every efficient teacher; but it will not ordinarily be found sufficient. A far more helpful reliance is the method of personal research. The nature of the questions assigned must, of course, depend on the intelligence and advancement of the class. But even with a class of beginners, more is likely to be accomplished by assigning certain topics than by assigning certain lessons." — *Hall's Methods in History.*

Herbert B. Adams, *Professor of History, Johns Hopkins University.*

"In teaching history, altogether too much stress has been laid, in many of our schools, upon mere forms of verbal expression in the text-book, as though historic truth consisted in the repetition of what some

author has said. It would be far better for the student to read the same story in several different forms, and then to give his own version. The latter process would be an independent historical view based upon a variety of evidence. The memorizing of "words, words" prevents the assimilation of facts, and clogs the mental processes of reflection and private judgment." — *Hall's Methods in History.*

Moses Coit Tyler, *Professor of American History in the Cornell University.*

"As I have students of all grades, so my methods of work include the recitation, the lecture, and the seminary. I have found it impossible by the two former to keep my students from settling into a merely passive attitude; it is only by the latter that I can get them into an attitude that is inquisitive, eager, critical, originating. My notion is that the lecturing must be reciprocal. As I lecture to them, so must they lecture to me.

"We are all students and all lecturers. The law of life with us is co-operation in the search after the truth of history." — *Hall's Methods in History.*

William F. Allen, *Professor of History, University of Wisconsin.*

"In the method which I have at last settled upon, my aim has been to get some of the benefits which students in the natural sciences acquire from work in laboratories. I would not be understood as claiming that this is original investigation, in any true sense of the term. Laboratory work in chemistry or physics is not original investigation, neither is the study of topics in history. The object, it must be remembered, is *education*, not historical investigation; and the object of the educational process is not merely to ascertain facts, but even more: to learn how to ascertain facts. For the student, as a piece of training, historians like Prescott and Bancroft may stand in the place of original authorities. To gather facts from them, really at second hand, has for the student much of the educational value of first-hand work. Of course, there is a difference in students, and the work done by some is of a much higher grade than that of others. For the best students it easily and frequently passes into the actual study of authorities at first hand." — *Hall's Methods in History.*

W. C. Collar, *Principal of Latin School, Roxbury, Mass.*

"It is time to speak of the method of teaching. But the method must be determined in the main by the object aimed at. If the object is to deposit in the mind the greatest number possible of historical facts, there is perhaps no better way than to confine the instruction to drill upon the contents of a manual by question and answer, with frequent examinations in writing. Such a method would probably be effective in two ways: it would give learners positive knowledge, or the semblance of it, and it would pretty certainly make them hate history. I do not hesitate to say that the ultimate purpose of school instruction should be to incite an interest in history, and to create a love for historical reading. If this is a correct view, it gives the key to right methods." — *Hall's Methods in History.*

J. R. Seeley, *Regius Prof. of History, Cambridge Univ., Eng.:* You have taken a decisive step, and I hope you will persuade many of your countrymen and countrywomen to follow you. Till this step is taken, both in historical writing and historical teaching, I cannot imagine that history can be anything more than a delightful amusement. But I think you and those teachers who use your book will get from it the much higher delight of feeling that you have given your pupils a real guide, a new science. (*March* 11, 1886.)

Alexander Johnston, *Prof. of Jurisprudence and Political Economy, Princeton Coll., N.J.:* Give a boy a competent instructor and this text-book, and if he does not get more than dry bones out of history, it will be because he is not fitted for such food. The book is a long step in advance. (*Jan.* 4, 1885.)

Dr. William T. Harris, *Concord, Mass.:* I think that it is by far the most successful attempt to introduce the new method of studying history — the method of investigation — that I have ever seen. I unhesitatingly commend the book for the schoolroom.

Moses Coit Tyler, *Prof. of American History, Cornell Univ.:* I have examined it with deep interest and satisfaction. I think the idea is developed with great skill and tact, and that its method will prove a means of giving new life and fruitfulness to the study of history. The intellectual training of such a method is very great. (*Jan.* 27, 1886.)

Chas. J. Little, *Prof. of History, Syracuse Univ.:* This is a book "after my own heart." Its wide-spread introduction into American schools will begin a new epoch in the study of history. (*June* 12, 1886.)

Herbert Tuttle, *Asst. Prof. of History, Cornell Univ.:* The Seminary system of instruction is one in which I am a firm believer, and this book will permit it to be used even with the less advanced students. (*Jan.* 22, 1886.)

J. Esten Cooke, *Boyce, Va., Member of the American Historical Association:* It impresses me as a work of very great learning, and as the result of profound study embracing very large tracts of thought. (*Jan.* 20, 1886.)

Robt. C. Winthrop, *Boston, Member of the American Historical Association:* Such books cannot fail to be prized by teachers and learners. (*Jan.* 9, 1886.)

Ex-Gov. Alexander H. Rice, *Boston, Member of the American Historical Association:* It appears to me the very best book for its purpose that I have ever seen. Its plan is original and lucid; it points out the way for the student to accomplish the work proposed without doing it for him, and it leads on to very exhaustive results. Its use will be likely to do away with much of the *dryness* of which many pupils complain in the study of history, and to leave upon the memory distinct and permanent impressions. (*Feb.* 19, 1886.)

E. O. Chapman, *State Supt. of Schools, N.J.:* The student who follows in the path marked out by Miss Sheldon will find abundant entertainment, and the historical outlines presented will be so fixed in his mind that he cannot forget them if he would. More than this, the book is better calculated to inspire a desire for further reading than any other text-book on history that I have seen. (*May* 1, 1886.)

B. S. Morgan, *State Superintendent of Schools, W. Va.:* I think this book one of the best books of its kind now before the public. (*May* 10, 1886.)

James B. Angell, *Pres. of Univ. of Mich.:* The plan is certainly unique, and must have been wrought out of long experience. You seem to me to have executed it admirably. (*Jan.* 22, 1886.)

W. F. Allen, *Prof. of History, Univ. of Wis.:* It is an intelligent and skilful aid in the study of history on the right principle. (*Jan.* 26, 1886.)

John J. Tigert, *Instr. in History, Vanderbilt Univ.:* Like most teachers of history, I am thoroughly dissatisfied with current methods and results, and am convinced that this is a step in the right direction. (*Feb.* 1, 1886.)

Marshall S. Snow, *Prof. of History, Washington Univ., St. Louis, Mo.:* It seems to me that the plan of the work and its execution are worthy of the warmest praise. It cannot fail, I am sure, to be a *stimulating* book, and to suggest to students the true way of writing as well as of studying about past events and their influence upon mankind. (*April* 19, 1886.)

W. E. Huntington, *Dean of Coll. of Liberal Arts, Boston Univ.:* Its original plan of treatment, and the wide, fertile sources of information suggested by the lists of questions, must meet with general approval. (*April* 20, 1886.)

W. P. Atkinson, *Prof. of History, Mass. Institute of Technology, Boston:* It is an encouraging sign of a wholesome revolt against the dull lesson-learning of "compendiums" in favor of truer and better methods. I feel very sure that it will prove a boon to all intelligent teachers of the subject. (*Jan.* 3, 1886.)

J. B. Clark, *Chair of History, Smith Coll., Northampton, Mass.:* Its method seems to me to be admirable, and the execution is worthy of the plan.

Katherine Coman, *Prof. of History, Wellesley College, Mass.:* History could not be taught in a lifeless fashion from such a book. It is suggestive of the very best methods, and should provoke both teacher and student to good work. (*Jan.* 18, 1886.)

E. Benj. Andrews, *Prof. of History, Brown. Univ., Providence, R.I.:* I am impressed with the author's diligent attainments. It must prove an excellent book for teachers who have not the time or the books to enable them to become acquainted with these sources in

the original. I shall notice the work to the R.I. Teachers' Reading Circle. (*Feb.* 6, 1886.)

Henry Ferguson, *Prof. of History, Trinity Coll., Hartford, Conn.:* I am extremely well pleased with the plan of the book, and also with its execution. The passages from the original authorities are happily selected, and will, I think, tend to excite the interest and pique the curiosity of intelligent boys and girls, and so lead them to investigation for themselves. (*April* 17, 1886.)

Prof. Henry M. Baird, *Univ. of the City of New York:* The only proper way of learning history is by some sort of independent search. The most practicable and beneficent plan then, is to compress the "sources" within the compass of a single handy volume, which can be mastered in the course of a few months; but still to make it a volume of "sources." It is to supply such a want, as I understand it, that Professor Sheldon has prepared these "Studies in General History"; and I am convinced that they will be found both suggestive to teachers and stimulating to scholars. (*Jan.* 23, 1886.)

Geo. S. Morris, *Univ. of Michigan, Member of American Historical Association:* In praise of this method too much cannot be said, as it seems to me; since its necessary result is to make of the study of history, not a mere work of mechanical memorizing, but a true and active culture of the intelligence. (*Jan.* 6, 1886.)

Austin Scott, *Prof. of History, Rutgers Coll., New Brunswick, N.J.:* I have used it, as a reference-book and as a guide-book, with advantage. The plan is excellent, the execution good. (*April* 17, 1886.)

Samuel M. Shute, *Prof. of English Literature, The Columbian Univ., Washington, D.C.:* I shall recommend its use to my class in history. (*June* 17, 1886.)

Robert Ellis Thompson, *Prof. of History, Univ. of Penn., Philadelphia:* The general purpose of the book must commend it to every teacher of this difficult subject. I intend to urge my classes in history to procure it for subsidiary use. (*April* 28, 1886.)

S. H. Gay, *Member of American Historical Association (joint author of Bryant's History of United States), West New Brighton, Staten Island, N.Y.:* There is ample room for improvement in the text-books of schools, and in none so much as in those which profess to teach history. Teachers who have wearied over them will best know how to welcome a book from which the pupil will not only gain knowledge worth having, but will learn at the same time its real value, and how best to gain it.

G. E. H. Weaver, *Prof. of History, Swarthmore Coll., Pa.:* I have been very much pleased with *the method*, and the whole make-up and appearance of the work. It would be very good for the class in general history in the preparatory school here. (*March* 20, 1886.)

Theodore L. Seip, *Pres. of Muhlenberg Coll., Allentown, Pa.:* If this book finds its way into general use, as it deserves, it will revolutionize the old method of teaching and *learning* history. I take pleasure in commending it to the favorable attention of teachers of history. (*May* 4, 1886.)

Paul F. Rohrbacher, *Prof. of History, Western Univ. of Pennsylvania, Allegheny:* I am delighted with it. While comprehensive in its design, it is simple in style, interesting in its matter, and sure to awaken a lively interest in the study of history. It will not fail to make the student *think*, enable him to

compare events, and thus reach the happiest results. I shall recommend its adoption. (*April* 26, 1886.)

R. T. Taylor, *Pres. of Beaver Coll., Pa.:* I think we shall introduce it next year. (*May* 11, 1886.)

J. B. Wolfe, *Pres. of Gladeville Coll., Wise C. H., Va.:* I have concluded to adopt it. I think it an *excellent* book, and feel confident it will give satisfaction. (*April* 24, 1886.)

J. E. Taylor, *Pres. of Wake Forest Coll., N.C.:* I am much pleased with it, and shall recommend it in our catalogue for parallel reading in the history course. (*March* 30, 1886.)

Prof. E. S. Joynes, *South Carolina Coll., Columbia:* Beginning to look *into* it, I found it so interesting that I have continued to look *through* it. Besides being deeply interesting, it is original, unique, and of altogether exceptional value. (*Jan.* 7, 1883.)

Henry E. Shepherd, *Prof. of English, Coll. of Charleston, S.C.:* The general plan seems to me an excellent one, especially the combination of literary history with the development of civilization. It ought to command a wide success, and I trust it will. (*April* 19, 1886.)

George H. Howe, *Prin. of Talladega Coll., Ala.:* It is just what I expected to find, — an admirable book. The method is familiar to me, and I am very glad to see it in print. We shall probably introduce it. (*March* 27, 1886.)

Charles Woodward Hutson, *Prof. of History, Univ. of Mississippi, Oxford:* I feel sure that it will prove of great value. I am going to try it with my class in history. (*Jan.* 5, 1886.)

Virginia D. Farmer, *Teacher of History in M. F. Coll., Mansfield, La.:* I commend it highly. (*May* 6, 1886.)

F. D. Shaver, *Prof. of History, Bishop Coll., Marshall, Tex.:* I have been surprised and delighted. It makes it possible for schools with limited library privileges, to do work in historical studies in the spirit and method of our best equipped institutions. It furnishes material without which no *proper* teaching of history is possible, but which, hitherto, has been found only in the larger libraries. I shall have no hesitation in adopting it for the work next year. (*April* 20, 1886.)

L. A. Johnson, *Pres. pro tem., Trinity Univ., Tehuacana, Tex.:* It will be introduced into our preparatory school next term. (*June* 13, 1886.)

Arthur Yager, *Prof. of History, Georgetown Coll., Ky.:* I like it so much that I write this note to ask that you will immediately inform me at what price you propose to furnish it to college students. (*Jan.* 22, 1886.)

Allan Curr, *Prof. of History, Daughters Coll., Harrodsburg, Ky.:* I consider it not only admirably adapted to its designed purpose, but also the *best book* of the kind I have seen. I hope now to make such arrangements as may result in its use next session.
(*April* 19, 1886.)

Hunter Nicholson, *Univ. of Tennessee, Knoxville:* I hope to see the book introduced in this university, and shall welcome every opportunity for commending it to good teachers.
(*April* 1, 1886.)

Since writing you I have gone carefully through the book with a view to using it at a normal institute this summer. This re-examination has confirmed my previous good opinion.
(*June* 13, 1886.)

I. W. Andrews, *Prof. of Political Philosophy, Marietta Coll., Ohio:* It is

clear that the author is familiar with the ground traversed, which is saying a great deal. I find the statements historically correct, and do not doubt that the work has been very carefully done.
(*Jan.* 25, 1886.)

Geo. W. Knight, *Prof. of History, Ohio State Univ., Columbus:* I am thoroughly pleased with the plan upon which it is constructed, and I believe the author has carried out that plan successfully. The essential facts upon which to *build history* are there. (*Jan.* 20, 1885.)

L. G. Adkinson, *Pres. of Moore's Hill Coll., Ind.:* I think it solves the problem of how to teach history. We shall use it in our work next year.
(*May* 1, 1886.)

J. D. Crawford, *Prof. of History, Univ. of Illinois:* This work seems adapted to *make students of history*, whose investigations will be only begun and directed when this book is finished, whose tastes will be so formed that more and yet more reading must follow.
(*Jan.* 21, 1886.)

Sue M. D. Fry, *Prof. of History, Wesleyan Univ., Bloomington, Ill.:* I am very much pleased with it, and intend to introduce it into the Illinois Wesleyan University next year. (*June* 21, 1886.)

S. W. Parr, *Prof. of History, Illinois Coll., Jacksonville, Ill.:* I shall use it in my class next year. (*April* 30, 1886.)

W. H. Fischer, *Prof. of History, Wheaton Coll., Ill.:* I will introduce the book as soon as our course shall be enlarged to give a little more time.
(*April* 24, 1886.)

C. E. Welbur, *Prof. of History and English Language, Adrian Coll., Mich.:* I am confident that it is the most effective way of studying history, especially by students of some maturity.
(*March* 1, 1886.)

O. E. Hagen, *Prof. of History, Galesville Univ., Wis.:* Nothing can be more natural and vivid. The work ought to meet a very warm reception.
(*March* 30, 1886.)

James H. Canfield, *Prof. of History, Univ. of Kansas:* There can be no question that the system is the correct one — the best in every respect — where all the needed accessories can be had. The Sheldon manual does much in the way of supplying these, and supplying them ready for use. As I said at first, the work seems to have been very conscientiously performed; and I shall put its merits to the test of the class-room as soon as the next Freshman class enter upon their duties. (*Jan.* 30, 1886.)

Jas. T. Anderson, *Prof. of History, Central Coll., Fayette, Mo.:* I indorse its plan most heartily, and would most certainly use it, if I had a class in general history. (*June* 19, 1886.)

W. C. Gadbey, *Pres. Morrisville, Coll., Mo.:* It is correct in design, novel in execution, and as a class-book will be found to be superior. (*March* 20, 1886.)

G. P. Macklin, *Pres. Avalon Coll., Mo.:* We have adopted it as our text. I am convinced that it will greatly aid in the teaching of history. (*April* 20, 1886.)

J. M. Chaney, *Pres. of Kansas City Ladies' Coll., Independence, Mo.:* It is our purpose to use it as a text-book the coming session. (*June* 17, 1886.)

Ella A. Thomson, *Prof. of History, M. E. Coll. of Neb., York:* I regard it as a superior work. I intend to use it in my classes next year.

L. S. Cornell, *Supt. of Public Instruction, Denver, Col.:* I am well pleased with the method of presenting the subject, as well as the clear and comprehen-

sive analysis of so much history in such a small volume. It will certainly be a popular book. (*June* 19, 1886.)

E. Wicker, *Prof. of History, Colorado Coll.:* I have been using it for supplementary work in my class, with good results. The history is well arranged, and is calculated to produce an eager research on the part of the pupil. I hope to be able to introduce it as a text-book. (*April* 20, 1886.)

Joseph B. Toronto, *Prof. of History, Univ. of Deseret, Salt Lake City:* I have adopted it without hesitation for use in my classes the coming year. (*June* 11, 1886.)

J. R. Herrick, *Pres. Univ. of Dakota:* It is my purpose to have it introduced into the University of Dakota. (*April* 20, 1886.)

Mrs. E. C. Norton, *Teacher of History, Yankton Coll., Dak.:* I should like to see it tried in our classes. (*April* 24, 1886.)

Bernard Moses, *Prof. of History, Univ. of California, Berkeley:* I can heartily commend it. (*Feb.* 16, 1886.)

C. A. Leonard, *Prof. of History, Central Univ., Richmond, Ky.:* I am securing the very best results with the book — far better than my most sanguine hopes ever led me to expect. I examined the class to-day on the work gone over, and found them quite ready in their answers, and, above all, possessing a good, correct understanding of the subject-matter. I am glad such a book has been written. It is destined to revolutionize the study of general history and make pupils think for themselves.

P.S. — Nothing could be better. You may use my name in unqualified commendation of the book. (*Jan.* 15, 1886.)

E. J. Colcord, *Teacher of History, Vermont Academy, Saxton's River, Vt.:* It is the only book that I know of claiming to be a text-book on general history which I feel quite ready to place in the hands of a class without qualification. I fully expect to find it a most useful auxiliary. (*Jan.* 15, 1886.)

Jane E. Leonard, *Teacher of History, State Normal School, Indiana, Pa.:* I have used it in my class since the first pages came from the press, and I never used a book in my life which so fully met my idea of what a text-book should be. (*Feb.* 2, 1886.)

Clara Conway, *Prin. Clara Conway Inst., Memphis, Tenn.:* It is unquestionably superior to any text-book of which I know. In the hands of the skilful teacher it will be a tremendous power; in the hands of the unskilled, it must be the best helper among historical books towards knowledge, discipline, mental strength, and culture. (*Jan.* 9, 1886.)

Jennie I. Ware, *Teacher in charge of History, Worcester High School, Mass.:* To me, its advantages over other general histories consist in the selection of the most helpful illustrations, the translations given from original sources, and the questions in the "studies," capable of producing some individual thought in the pupil. (*Jan.* 8, 1886.)

Mary E. Whipple, *Teacher of History in the Worcester High School, Mass.:* The questions are just the ones to produce thought in the mind of the pupil, and are so definitely and clearly stated as to receive the desired answers. I have not the least doubt as to the practical working of the book, and should heartily commend its use in high schools and academies. (*Dec.* 15, 1885.)

Helen M. Parkhurst, *Teacher of History, Worcester High School, Mass.:* The questions necessitate thought and reasoning on the part of the pupil, and

are admirably fitted to effect that object. I see no reason why it should not succeed perfectly as a regular text-book. I think the work cannot be too highly commended. (*Dec.* 15, 1885.)

Mary A. Brigham, *Brooklyn Heights Seminary:* I consider it the most valuable history that I have ever used. It will be made one of the regular text-books of the school. (*June* 16, 1886.)

Harriet J. Brown, *Teacher of History, The Misses Masters' School, Dobbs Ferry, N.Y.:* The dullest girls in the class are waking up. The brightest girls are proud beyond measure because every lesson seems to be an achievement of their own. They have made discoveries. The result, so far as I am concerned, is, that I never before felt so much enthusiasm in teaching history, although I have always been fond of the subject. (*Oct.* 1, 1885.)

G. H. Davis, *Bayshore, L.I.:* I find it true that the book is a carefully chosen historical library. The pupils delight in studying it. (*Feb.* 13, 1886.)

Miss C. Rounds, *Private School, Brooklyn, N.Y.:* I like the history very much, and my pupils are enthusiastic about it. (*June* 16, 1886.)

Jas. MacAlister, *Supt. of Schools, Philadelphia, Pa.:* It invites attention from every school that is desirous of making history a study of living interest, a means of liberal culture, and a discipline for the mind, which no other subject possesses in a larger degree. It will be found especially valuable in normal schools. (*May* 6, 1886.)

Henry A. Wise, *Supt. of Public Instruction, Baltimore:* I consider it an excellent historical manual. Its method is based on correct principles. (*April* 20, 1886.)

A. J. Clark, *Supt. of Schools, San Francisco, Cal.:* I have closely examined the work, and consider it the best that I have seen. (*April* 24, 1886.)

H. S. Tarbell, *Supt. of Schools, Providence, R.I.:* I find it to be a remarkably original, able, and suggestive book. It cannot fail to have great influence for good. (*May* 10, 1886.)

Geo. A. Littlefield, *Supt. of Public Schools, Newport, R.I.:* It is a work which meets a great want, and which is evidently destined to a prosperous career. (*June* 5, 1886.)

J. M. B. Sill, *Supt. of Schools, Detroit, Mich.:* I have looked it over sufficiently to become deeply interested in it. The plan is admirable, a decided improvement on the usual text-book in this branch of study. (*April* 19, 1886.)

S. T. Dutton, *Supt. of Schools, New Haven, Conn.:* It suggests not only the right *matter*, but the proper *method* also. (*Jan.* 23, 1886.)

Henry F. Harrington, *Supt. of Public Schools, New Bedford, Mass.:* I do not believe that a schoolbook has been published for many years possessing the remarkable merit which characterizes Sheldon's General History. Its method and arrangement are singularly original, and are as admirable as they are fresh and unique. And they derive their chief value from the evidence of an adequate scholarship doing its work with consummate sagacity and discrimination. No teacher, no student, who would appreciate the advantage to be derived from a singularly efficient helper towards a true understanding of the facts and philosophy of history, can afford to be without the book in question. (*June* 18, 1886.)

Wm. Connell, *Supt. of Schools, Fall River, Mass.:* It presents the subject in

a new but normal light to the student. It introduces him to the original sources of history, and from this material he is furnished with the occasions to compare, to generalize, to differentiate, to form judgments, and to reach conclusions for himself. (*June* 16, 1886.)

A. P. Stone, *Supt. of Schools, Springfield, Mass.:* I regard it as an excellent work. In the revolution which is now taking place in teaching history, this book will be of great service in the schoolroom and to the general student of history. (*June* 15, 1886.)

E. H. Davis, *Supt. of Schools, Chelsea, Mass.:* It seems to me that you have one of the most attractive, as well as useful, volumes yet issued on this important subject. (*April* 29, 1886.)

J. H. Davis, *Supt. of Schools, Somerville, Mass.:* It cannot fail to promote thoughtful investigation, and to awaken and foster a deep interest in the study of history. (*June* 15, 1886.)

Wm. E. Hatch, *Supt. of Schools, Haverhill, Mass.*: It is built on the right plan. Were it in general use in our higher schools, I am confident that pupils would get more meat and less husk. (*April* 30, 1886.)

F. Kelsey, *Supt. of Schools, Nashua, N.H.:* It seems to me an admirable work, and I trust you will count me as one who "takes kindly" to this new way of studying history. (*Jan.* 28, 1886.)

S. A. Ellis, *Supt. of Schools, Rochester, N.Y.:* I cannot conceive how a text-book on the subject of history could be more original in its plan, or more admirable in its execution. If I am not mistaken, it will go far toward revolutionizing our methods of teaching history. (*June* 16, 1886.)

Edward Smith, *Supt. of Schools, Syracuse, N.Y.:* If any change should be made in that subject in the high school, I should favor this book. (*April* 21, 1886.)

M. W. Scott, *Supt. of Schools, Binghamton, N.Y.:* Our teachers in history who have examined it speak highly of its merits as a text-book. (*June* 10, 1886.)

M. J. Michael, *Supt. of Schools, Rome, N.Y.:* Its plan of study is admirable, and shows the work of a master-mind in the art of teaching. (*June* 18, 1886.)

John Miller, *Supt. of Public Schools, Newburgh, N.Y.:* I hope we may adopt it. (*April* 29, 1886.)

A. W. Edson, *Supt. of Schools, Jersey City:* You are to be congratulated on the publication of so excellent a book. It must infuse new life into the study of history. (*May* 4, 1886.)

Wm. N. Barringer, *City Supt., Newark, N.J.:* I have examined it with care. I like the plan very much. It is well adapted to aid the research of the pupil. (*June* 15, 1886.)

Martin V. Bergen, *Supt. of Schools, Camden, N.J.:* Should any change be made, I should most certainly recommend it. (*June* 18, 1886.)

L. O. Foose, *Supt. of Schools, Harrisburg, Pa.:* It is fresh, unique, and suggestive, and will certainly awaken interest on the part of both pupil and teacher. (*Jan.* 9, 1886.)

H. S. Jones, *Supt. of Schools, Erie, Pa.:* It is a needed and valuable departure from the usual text-book style of historical study. (*June* 17, 1886.)

John Morrow, *Supt. of Public Schools, Allegheny, Pa.:* I consider it an

excellent book, and have no doubt of its popularity wherever used.
(*June* 18, 1886.)

D. S. Keith, *Supt. of Schools, Altoona, Pa.:* I am pleased with its arrangement, and think it well adapted to the wants of pupils. (*Jan.* 22, 1886.)

H. R. Roth, *Supt. of City Schools, Meadville, Pa.:* So far as I am concerned, it shall have due attention when the time comes for the annual selection of texts.
(*Jan.* 11, 1886.)

R. M. Streeter, *Supt. of Schools, Titusville, Pa.:* I know of no better text-book for the subject. (*June* 17, 1886.)

Charles F. Foster, *Supt. of Schools, Chester, Pa.:* I regard it better adapted to the accomplishment of the purpose for which it is designed in the outfit of the student than any other book of the kind which I have seen. (*June* 18, 1886.)

Superintendent Public Schools, *Norfolk, Va.:* It is an admirable piece of work. (*June* 16, 1886.)

Usher W. Cutts, *City Supt., Orange, N.J.:* I thoroughly like the plan of the book. It seems to be the one best calculated to make pupils *real students* of history. (*June* 15, 1886.)

L. H. Jones, *Supt. of Schools, Indianapolis:* It is an admirable book in plan and in execution. Having seen the author teach so successfully by this plan, I am now greatly gratified to see her work take such shape as to give to teachers of this subject the benefit of her methods.
(*April* 20, 1886.)

Wm. H. Wiley, *Supt. of Schools, Terre Haute, Ind.:* It is a first-class book.
(*April* 29, 1886.)

Jno. S. Irwin, *Supt. of Schools, Fort Wayne, Ind.:* Beyond any other we know of, it furnishes the true basis for historical study. (*Jan.* 19, 1886.)

E. A. Gastman, *Supt. of Schools, Decatur, Ill.:* We are much pleased with it. The plan is novel, and ought to awaken great interest on the part of the pupils. (*May* 14, 1886.)

H. G. Winslow, *Supt. of Schools, Racine, Wis.:* It is certainly a very interesting and useful book, opening up, as it does, new methods and new views in the study of history. (*April* 19, 1886.)

J. M. Greenwood, *Supt. of Instruction, Kansas City, Mo.:* It is without a peer. (*Jan.* 9, 1886.)

W. F. Staton, *Supt. of Schools, Atlanta, Ga.:* I have placed it in the hands of the committee on text-books for examination with reference to its introduction into our schools. (*April* 20, 1886.)

W. H. Baker, *Supt. of Schools, Savannah, Ga.:* If we make any change, I shall urge its introduction in our schools.
(*April* 28, 1886.)

Henry P. Archer, *Supt. of City Public Schools, Charleston, S.C.:* It is eminently practical, and is, in my opinion, a decided improvement on the text-books now in use. (*April* 26, 1886.)

Rich. C. Meade, *Supt. of Schools, Atchison, Kan.:* I can say without hesitation that it is the best book of its kind that I have ever seen. (*April* 21, 1886.)

D. C. Tillotson, *Supt. of Schools, Topeka, Kan.:* To find a text-book sparkling with good things for both pupil and teacher, and without one "dry" page, makes the soul of the teacher rejoice.
(*April* 19, 1886.)

E. Stanley, *Supt. of City Schools, Lawrence, Kan.:* I have given it a careful and critical examination, and am con-

vinced that it possesses many points of excellence. (*June* 17, 1886.)

W. S. Perry, *Supt. of Schools, Ann Arbor, Mich.:* No such matter as it contains is accessible to a majority of teachers of history in high schools, and to them it will be invaluable, as showing some of the sources of history, and as furnishing some of the material from which history is made. (*April* 24, 1886.)

I. N. Mitchell, *Supt. of Schools, Grand Rapids, Mich.:* I believe it to be the best working class-book, *i.e.*, *tool*, of which I have any knowledge. (*April* 22, 1886.)

S. G. Burkhead, *Supt. of Schools, Saginaw, Mich.:* It is indeed unique, and I believe would be eminently satisfactory. (*April* 19, 1886.)

Henry J. Robeson, *Supt. of Schools, Port Huron, Mich.:* It is undoubtedly the best work now in the market for high-school or academic pupils. (*May* 13, 1886.)

Henry N. French, *Supt. of Schools, Kalamazoo, Mich.:* I am delighted with its plan and scope. (*June* 18, 1886.)

J. B. Young, *Supt. of Schools, Davenport, Ia.:* The method of study that it suggests will not only foster a taste for reading, but lead to independent investigation. (*April* 19, 1886.)

James B. Bruner, *Supt. of Public Instruction, Omaha, Neb.:* It is, in many respects, the best text-book on the subject that I have ever examined. (*June* 18, 1886.)

E. B. Neely, *Supt. of Public Schools, St. Joseph, Mo.:* This book ought to inaugurate a new era in the study of history, and if I am not mistaken, it will prove to be the most popular work on the subject that has yet been published. (*Jan.* 20, 1886.)

C. B. Thomas, *Supt. of East Saginaw Public Schools, Mich.:* We like it. Its design and arrangement are unique, and exceedingly suggestive to both teacher and scholar. Probably no other text-book on history is so well fitted to invite and facilitate research, to *provoke* study and investigation, as this. Had we not recently put another into use, we would give it immediate place in our list of books. (*June* 18, 1886.)

Darius Steward, *Rochester, Minn.:* The publication of Sheldon's General History carries that department of school work a long step in advance. Teachers and pupils of the present will accept this plan of work with thanks, and those of the future, as a matter of course. (*July* 3, 1886.)

W. M. West, *Supt. of City Schools, Faribault, Minn.:* I like it very much. It seems to me that it must aid in developing the "historical imagination," in forming better habits of historical study, and in giving pupils (or teachers) truer ideas of the sources from which history is made. I intend that our schools shall use it next year. (*April* 25, 1886.)

L. F. Curtis, *Supt. of City Schools, San Jose, Cal.:* I am very much pleased with it. It is certainly a marked step in advance of the old methods in historical study,—"a new departure" which will be greatly appreciated by progressive teachers everywhere. (*June* 12, 1886.)

Kate W. T. Tupper, *City Superintendent of Schools, Portland, Ore.:* It gives me pleasure to express my hearty commendation of it. It has been on my desk the past six months and under daily examination. I shall hope for the pleasure of using it in class some time in the future, for I believe that the "historical sense" can be more satisfactorily developed by its use than by the use of any other school text I have ever seen. (*June* 22, 1886.)

H. R. Roth, *Supt. of City Schools, Meadville, Pa.:* The Manual makes your work on this subject the most desirable and complete I know.
(*June* 22, 1886.)

A. H. Campbell, *Prin. State Normal School, Johnson, Vt.:* I find it a unique book. It gives an insight into the making of history as no other book of my acquaintance does. (*March* 17, 1886.)

A. C. Boyden, *State Normal School, Bridgewater, Mass.:* Anything that will drive the students away from the old memoriter form of history study is to be welcomed by teachers. I think this a step in the right direction. (*June* 14, 1886.)

Miss T. W. Lewis, *Teacher of History, State Normal School, Providence, R.I.:* I have examined it carefully, and it gives me pleasure to say that I think it promises better than anything else I have seen. Its plan is unique; yet it is wholly in accordance with the most rational methods of teaching.

It is adapted to stimulate thought to a wonderful degree, and to change the dry memorizing of details, so common in our secondary schools, into a broad philosophical consideration of causes and results, and of the onward march of civilizations. I can desire nothing better for our high schools, academies, and normal schools, than a general adoption of this book and a supply of teachers who can use it intelligently. I shall give it a trial in the class-room in September.
(*July* 10, 1886.)

Samuel J. Sornberger, *State Normal School, Cortland, N.Y.:* I have been using it as supplementary to other matter in class-room work, and I find it of great value. (*April* 27, 1886.)

Miss S. M. Efner, *Teacher of History, State Normal School, Brockport, N.Y.:* The plan is original and practical.
(*April* 26, 1886.)

D. C. Murphy, *Teacher of Historical Science, Central State Normal School, Lock Haven, Pa.:* I find it excellent and well adapted to class-work.
(*April* 19, 1886.)

J. A. Cox, *Prin. of State Normal School, West Liberty, W.Va.:* I have no hesitancy in recommending it to all schools wishing an excellent text-book on general history. (*April* 19, 1886.)

E. E. Smith, *Prin. of State Normal School, Fayetteville, N.C.:* It is new, practical, and inspiring. I hope to have it adopted for classes in our school.
(*April* 20, 1886.)

J. Ross Lee, *Prof. of General History, Normal University, Ada, Ohio:* I am convinced that it possesses many points of superiority. I anticipate its general introduction as a text-book.
(*June* 17, 1886.)

Robt. M. Lusher, *Prin. of the late Peabody Normal Seminary, New Orleans, La.:* I am satisfied that all teachers of history will be delighted with it.
(*April* 24, 1886.)

J. T. McCleary, *Teacher of History, State Normal School, Mankato, Minn.:* The book marks an era in the method of historical study in schools.
(*April* 22, 1886.)

The more I examine the studies, the more I am impressed with the spirit of investigation which the studies almost impose upon the student. The classes which use the book as it is intended to be used, will be able to "weigh and consider" historical evidence.
(*June* 24, 1886.)

C. W. G. Hyde, *Instructor in History, State Normal School, St. Cloud, Minn.:* I hail it as a most valuable aid in lifting history above the position of a mere memory study. It *compels* thought; and

if there be such a thing as a science of history, the earnest student cannot do otherwise than extract it from these "*Studies*." (*April* 24, 1886.)

J. H. Miller, *Campbell Normal Univ., Holton, Kan.:* I have seen no general history with so many good qualities. Its character is elevating; its order, natural. I consider it the best work of the kind published. (*May* 30, 1886.)

S. L. Maxson, *Prin. of Albion Academy and Normal Institute, Wis.:* I have examined it carefully, and am satisfied that it excels anything in that line of study I ever met with. We have given it a regular place in our list of studies, and shall try to make it a popular study, as it deserves. (*June* 12, 1886.)

Wm. Stryker, *Teacher of History in Kansas Normal Coll., Fort Scott, Kan.:* I find that it contains the most matter in the smallest space, and arranged in the best manner of any history I have ever seen. (*Jan.* 21, 1886.)

Nellie G. True, *Teacher of History, Waterville High School, Me.:* During the past quarter, I have used it for supplementary work in my classes with *very* profitable results. It is the most helpful and original general history I have ever seen. (*April* 26, 1886.)

M. H. Purrington, *Prin. of Kennebunk High School, Me.:* I have never seen a work on general history so well adapted to give a *rational* comprehension of the events and circumstances which make up history. The historic *process* is so vivid and entertaining that the work cannot fail to please as well as instruct. Nothing would give me greater pleasure than to adopt it in my school. (*April* 19, 1886.)

S. W. Landon, *Prin. of Burlington High School, Vt.:* The constant use of it for some time as a reference book convinces me that it is one of the best helps to the study of history ever offered our schools. It is admirably designed to stimulate the pupil to work outside of the text-book, and with remarkable wisdom it directs him where to work. (*May* 8, 1886.)

S. C. Smith, *Master in English High School, Boston:* I can say I am very much pleased with it. I wish it could be introduced into our school, as it has "strong points" I have never seen in any other text-book on history. Any one who has had experience in teaching history will at once recognize familiar topics arranged in a *new* and helpful manner. The book possesses many excellences which readily appear to the experienced eye. (*May* 17, 1886.)

C. P. Townsend, *Worcester High School, Mass.:* It seems to me not only one of the best text-books I have ever seen, but also, from its arrangement, its illustrations, suggestive quotations from Greek authors, and its questions, obliging the student to think for himself, an interesting and inspiring book of history for the general reader.

D. W. Abercrombie, *Prin. of Worcester Academy:* Its method is undoubtedly the correct method in theory, and must have great value in practice. Its method is so undeniably correct that it shall have another close inspection with a view to its introduction into the academy. (*June* 16, 1886.)

W. W. Colburn, *Prin. of Springfield High School, Mass.:* It is, in my opinion, admirably arranged for a *systematic* and *thorough* study of history. (*June* 16, 1886.)

F. P. McGregor, *Prin. of Lawrence High School, Mass.:* It is, in my judgment, the best work on the subject now published. (*June* 17, 1886.)

Ray Greene Huling, *Prin. of New Bedford High School:* I regard the method as a great improvement on the common memorizing of text-books upon the subject. I like the book and wish it a wide success. (*June* 16, 1886.)

Mary E. Austin, *Teacher of History, New Bedford High School, Mass.:* I have heard Mr. H. F. Harrington, our superintendent, praise the book; and from only a hasty examination I should judge the book merited all the praise it had received, and much more. (*July* 6, 1886.)

L. Dame, *Prin. of Consolidated High School, Newburyport, Mass.:* Every one who is called upon to teach this subject has abundant reason to be extremely grateful to the author for this contribution to our list of text-books. It seems to me it must be extensively adopted in high schools throughout the country. (*June* 17, 1886.)

A. J. George, *Teacher of History, Brookline High School, Mass.:* I am glad to put myself on record as being in hearty accord with both the spirit and method of Sheldon's History. I confidently expect that the results of its use will be to *shelve forever* the "drum and trumpet" histories now so common in our schools. (*June* 17, 1886.)

Elizabeth C. Shepley, *Providence High School, R.I.:* It is by far the most enjoyable school-book on history which I have ever seen. (*May* 29, 1886.)

Miss E. M. Boyden, *Teacher of Ancient History, High School, Brooklyn, N.Y.:* Miss Sheldon has the true secret of making the subject of history both interesting and profitable. (*April* 17, 1886.)

Lucy M. Salmon, *Teacher of History, Free Academy, Rochester, N.Y.:* I think it will be of great service in giving new ideas in regard to teaching history. (*June* 25, 1886.)

Wm. E. Mead, *Prin. of Troy High School, N.Y.:* Nothing with which I am acquainted illustrates more clearly the topical method than this text. (*March* 31, 1886.)

Emma E. Allerton, *Teacher of History, Poughkeepsie High School, N.Y.:* I think the plan quite novel and very philosophical. Undoubtedly the book can be made a success. I think Miss Sheldon has taken a step far in advance of our ordinary text-books of history. (*April* 20, 1886.)

Anna Nicholl, *Hackettstown, N.J.:* I like it better than any I have ever used or ever seen; I shall not be satisfied in future to use any other text-book. I take pleasure in giving my hearty approval of the book in all respects. (*June* 15, 1886.)

Miss E. R. Haxton, *Teacher of History, High School, Meadville, Pa.:* It is a very fine history; indeed, by far the best of its kind that I have seen, embodying, as it does, the newest methods of teaching that subject. I hope that I may have the pleasure of using it in my classes. (*Jan.* 25, 1886.)

W. Howard Falkner, *Teacher of History, Rugby Academy, Philadelphia, Pa.:* It is in all respects an excellent work, accurate, concise, and admirably adapted for a text-book. (*March* 23, 1886.)

Agnes Irwin, *Prin. of Private School, Philadelphia:* I think the plan admirable, and the book excellent. It will be of great use to most teachers, and a help to all. (*June* 16, 1886.)

A. J. Robinson, *Instructor in History, Baltimore City Coll., Md.:* I have used the book to some extent in my classes

here, and find it to be all that is claimed for it. The method of treatment is better than that of any text-book in history published in this country that I have seen. (*June* 15, 1886.)

William F. Fox, *Prin. of Richmond High School, Va.:* I like the plan of the book, and think it well calculated to stimulate study and investigation, and to lead the pupils to grasp the important facts and to form independent judgments. (*May* 3, 1886.)

Theston H. Johnston, *Teacher of History, High School, Cleveland, O.:* It is suggestive for the pupil and helpful for the instructor, but each must be a student to gather all the good which the author has made available. (*June* 19, 1886.)

Mabel Cronise, *Teacher of History, Toledo High School, O.:* It is a very valuable work, clear, concise, and yet with no important subject omitted. (*Feb.* 9, 1886.)

C. F. Lane, *Prin. of Ft. Wayne High School, Ind.:* It seems to me fully to sustain the promise of the advance sheets. We shall start in this study a class of about forty, some time in April, or perhaps earlier. (*Jan.* 28, 1886.)

J. C. Black, *Prin. of Logansport, High School, Ind.:* Am well pleased with it. It is constructed on the right principle. (*April* 29, 1886.)

Mrs. M. E. Gettemy, *Prin. of High School, Galesburg, Ill.:* I believe that this book will do more towards producing this result than any heretofore placed in the schoolroom. It must stimulate to thought, and that which stimulates to thought must awaken interest. I look for a revolution in the method of teaching history. (*May* 1, 1886.)

Cora W. Blodgett, *Teacher of History, St. Paul High School, Minn.:* I have been using it in supplementary work, and am very much pleased with it. It carries out completely the method which I am using. As suggesting additional lines of study and of thought, it is of great value. I like the questions, the illustrations, and the extracts especially. (*April* 28, 1886.)

J. H. Lewis, *Prin. of Hastings High School, Minn.:* I think that I shall use it next year. (*June* 20, 1886.)

Mina B. Selby, *Teacher of History, Iowa City High School, Ia.:* It supplies a need which I have always felt in teaching history. The illustrations and the quotations from all important historical documents are well calculated to arouse interest and fix attention. (*June* 22, 1886.)

Helen E. Morton, *Teacher of History, Tabor High School, Ia.:* I have been using it for some two weeks in a very small class in "philosophy of history." I am pleased with the work done and the interest inspired. (*April* 26, 1886.)

Almira Hayes, *Teacher of History, Kansas City High School, Mo.:* No words of mine can convey to you my appreciation of it. It is so unlike other general histories! New life and interest are given to old matter. I have been educating myself in its spirit. I am sure that it must make students of history, and develop a searching criticism of statements, and power to connect cause with result, as no history I have seen can do. (*April* 21, 1886.)

Villa B. Shippey, *Teacher of History, Omaha High School, Neb.:* I have been using it as a guide in my work since the first pages were published. Miss Sheldon places history, as it should be, among the disciplinary subjects. I hope

the time will soon come, that we may devote more time to history, and that this book will be in the hands of the pupils. I can heartily endorse all that has been said in favor of the work.
(*May* 17, 1886.)

Belle Macormic, *Teacher of History, Nebraska City High School:* I find it to be very practical. It is the best text-book of history I have seen. I hope to have the class use it next year.
(*April* 19, 1886.)

Kate Elliott, *Assist. Teacher, Girls' High School, San Francisco, Cal.:* I regard it as one of the greatest aids in the study of history. It is full of suggestion, and I cannot but feel that the study carried forward on the plan proposed in this book will be both profitable and pleasant to the pupil. (*June* 22, 1886.)

Fred H. Clark, *Prin. of Los Angeles High School, Cal.:* It is one of the most perfect guide-books for study that it has ever been my fortune to examine.

Journal of Education, *London, Eng.:* Taken altogether, these studies suggest the contents of a lecturer's note-book, and, if they are so, Miss Sheldon's lectures must have been of first-rate quality.

The Critic, *New York:* We do not know any text-book in history designed so skilfully to make the scholars think.

N. E. Journal of Education: We heartily commend this work to teachers, school and college officers, believing that a careful examination of its plan and methods of teaching and studying general history will lead to its adoption.

New York School Journal: The Student's Manual showed that the author knows the true method of historical teaching more thoroughly than any teacher who has written on this subject in this country.

Education, *Boston:* It is warmly commended by critics as of great value in the class-room.

Studies in Greek and Roman History;

Or, *Studies in General History*, from 1000 B.C. to 476 A.D. By MARY D. SHELDON, recently Professor of History in Wellesley College. 5½ by 7½ inches. Cloth. xvi + 250 pages. Price by mail, $1.10; Introduction price, $1.00.

AT the request of several teachers in leading city high schools, we shall bind separately those portions of "Sheldon's Studies in General History" and of the "Teacher's Manual" which relate to Greece and Rome, including the small amount of prefatory Ancient History. These portions will make works respectively of 250 and 75 pages, and will meet the needs of students preparing for college, of schools in which Ancient History takes the place of General History, and of students who have used an ordinary manual, and wish to make a spirited and helpful review.

The following letters from those using the book show with what ease, profit, and satisfaction this book is used in the class-room:—

COLLEGES.

Melville B. Anderson, *Prof. of Literature and History, Purdue Univ., Lafayette, Ind.:* I have been using the book with much profit and satisfaction all round, since last September. In a few weeks I shall start a mid-year class of forty-five. (*Jan.* 12, 1887.)

George B. Adams, *Prof. of History, Drury Coll., Springfield, Mo.:* I have only praise to write of it. My knowledge of the book came too late to enable me to adopt it for the present year's class, but I have no doubt that I shall use it hereafter. (*Sept.* 21, 1886.)

Charles E. Taylor, *Prof. of History, Wake Forest Coll., N.C.:* I am using the book in my classes in the School of History as a book of reference, and find it suggestive and stimulating to students and helpful to myself. (*April* 5, 1887.)

C. E. Wilbur, *Prof. of History, Adrian Coll., Adrian, Mich.:* I am pleased with the success I have had with the book. I tried it as an experiment, but shall continue to use it. I consider its special value to be in the fact that it puts the student in contact with the sources of history. I consider it also as effective in mental drill as a course in mathematics or classics. I hope the book may have an extensive use. (*April* 7, 1887.)

Frances Pellett, *Teacher of History in Elmira Coll., N.Y.:* I find it original in its plan, but practical, and an excellent text-book for general history. (*Jan.* 8, 1886.)

T. C. Roney, *Instructor in History, Denison Univ., Granville, O.:* It proves to be an admirable work as regards plan, method, and material. I regret that I was unable to introduce it as a text-book into my present class in General History, but am testing its efficiency with gratifying results, and intend to place it in the hands of my pupils as soon as possible. (*Jan.* 12, 1887.)

Miss M. A. Harris, *Prof. of History and Literature, Waynesburg Coll., Pa.:* I have never had such satisfactory results in teaching history as I find this year with Sheldon for my text-book.

Our college attendance is mainly made up of young men and women who are dependent on their own exertions for means of support through their college course. No more earnest or appreciative class of students could be imagined, nor one more thoroughly practical in its tests. They have shown exceptional interest in this new method of learning the lessons of history, and the only adverse criticism comes from a lamb of the flock, who doubtfully says: "This is harder than the history we used last year. It makes one *think* so much." (*April* 6, 1887.)

J. R. Herrick, *Prof. of History, Univ., Vermillion, D.T.:* The new method of history has been tried with success in our university. I find that the facts themselves are well retained; while, as a result of the method, valuable lessons are learned, and the student's independent historical judgment is developed. (*April* 7, 1887.)

J. J. Shenk, *Teacher of History, Polytechnic Inst., New Market, Va.:* I have been conducting a class in the book since Jan. 15, 1887. The plan of the work is novel, and good results may be expected from its study. (*April* 6, 1887.)

From Superintendents of Schools, and Teachers in Normal Schools, High Schools, and Academies where the book has been used:—

John S. Irwin, *Supt. of Schools, Fort Wayne, Ind.:* Our work in Sheldon's History has proved satisfactory beyond our expectations. Indeed, as I told you in a former letter, we have put it into two of our High School classes, thoroughly satisfied that, used as Miss Sheldon directs, it will prove one of the best means for strengthening and broadening our scholars. I can truthfully say that the demand upon our library for works to use collaterally with the text-book has never been so great or so satisfactory in its character. It is a severe task upon the librarian's time and knowledge of his books, but a very satisfactory one in its results. The method makes students of history, not students of some author's ideas of history. I think you may reckon on Fort Wayne as a constant field for the use of the book. I have done myself the pleasure to recommend it in several schools.
(*Dec.* 16, 1886.)

M. L. Hawley, *Supt. of Schools, Gloucester, Mass.:* A careful examination of Sheldon's General History, with a view to introduction in the High School, has convinced committee and teachers, as well as myself, that it is a work of extraordinary merit. It is a new departure in method, and marks an era in historical study in schools. It treats of causes as well as results, and thus leads the pupil to a thoughtful study of history instead of merely memorizing dry facts. It has been unanimously adopted for use in our higher classes.
(*May* 10, 1887.)

Isabelle H. Fitz, *Teacher of History, Butler High School, Groton, Mass.:* I have used Sheldon's History for five months, and am glad to express my appreciation of its worth. Through its means my pupils are learning to *think*, and so obtain a practical benefit from the study of history. I think the book especially valuable in the prominence it gives to those subjects of vital importance to us to-day. On no account would I return to the former method of committing to memory page after page of the text-book. (*May*, 1887.)

Miss K. D. Hudson, *Teacher of History, Troy Female Seminary, N.Y.:* I like the book very much.
(*May* 3, 1887.)

Milton J. Mallery, *Supt. of Public Schools, Danville, Ind.:* I have not been able to give the book a fair trial this year, but even at a disadvantage it has proved to be the best I have ever used. I believe its plan to be the true one, and shall continue to use it.
(*April* 4, 1887.)

Wm. Jenkins, *Supt. of Schools (West Side), Mendota, Ill.:* We have used the book during the present school year, with increasing satisfaction and interest. We introduced it with the hope that it would aid, in some degree, in putting history upon an intelligent and rational foundation, that it would *tend* to raise the study from the stagnation of servile memorizing, and that it would to some extent aid in planting a desire for further reading. It has more than met our expectations. It is the first school-book, to my knowledge, that has even attempted to represent advanced educational thought in this direction.
(*April* 11, 1887.)

M'Louise Jones, *Supt. of Schools, Charlotte, Mich.:* In my judgment it is the best text-book yet published for High Schools having even a small historical library. We have found profit and pleasure in its use as a table book.
(*Dec.* 7, 1886.)

The following letters from the Teacher of History in the Oswego, N.Y., Normal School and from several of her pupils, show that the History is a satisfactory book from the pupils' as well as from the teacher's point of view.

Caroline L. G. Scales, *Teacher of History, Normal School, Oswego, N.Y.:* I have used Miss Sheldon's History with three successive classes. To use any other text-book now would seem to me as drearily impossible as to banish leaves, flowers, buds, and germinating seeds from my schoolroom, and set my pupils to memorizing the pages of a botanical text-book. For there is exactly the same difference between the methods of this history and that of any other as yet prepared for school use, that there is between the methods of natural science popularized by Agassiz and the old-time memorizing of printed facts about natural objects. In the one case, we study the realities and sharpen our wits by reasoning about them; in the other, we cram our memories with the facts other people's wits have furnished us. It seems to me this new departure in historical text-books is destined to revolutionize the method of teaching history in our schools as thoroughly as the new methods in science are revolutionizing that department. If it does not do so at once, it will be because people in general do not yet see that there are historical realities, — laws, constitutions, creeds, etc., which may be — which *must* be — studied in the same way that a boy or a morning-glory is. I have but one fault to find with this book, — it is too interesting. So much thought is awakened in the pupils, so many lively discussions, so many searching questions are asked by them, that the time for the recitation always seems painfully insufficient. I have told you what I think of the book. To show you what the pupils think of it, I subjoin two or three specimens of their criticisms of Miss Sheldon's History, handed in at my request by a class who had been using the book through the term. Let me say that these criticisms were given to me unsigned, that there might be no temptation to modify or exaggerate the real opinion of the individual. (*April* 14, 1887.)

I know that this method of working in history has greatly strengthened my powers of reason, judgment, and perception, and that I have much greater ability now to draw conclusions and inferences from mere facts, pictures, etc., which before contained nothing to me but that represented on their face. In fact I seem to *see more* interest and benefit in very many things, and am constantly thinking: "What might we infer from this?" At times I have felt that my knowledge of parts was narrow and incomplete, but comparing it with my previous study of history, I find it much broader than that I then received. Altogether I have greatly enjoyed the work in history, and should I ever teach it, it shall be according to Miss Sheldon's method.

This book gives a good general idea of the history, literature, art, interests, and material civilization of the different European and Oriental countries, and is not simply an appeal to one's memory, but to his judgment and reason. Many people think that if one has no previous knowledge of history the study of this book would be rather difficult. Perhaps this is so, but if one can master *this* history the study of others will be made much more simple and interesting. The only fault that can be found with it is that it is too interesting. The subject is too great to be hurried over in

such a short time as we are allowed for studying it, yet it may be made of inestimable benefit to one, if studied in the right way. It widens one's knowledge, as it not only gives us many things about history, but art and literature are dwelt upon, and we may learn many things about them. Curiosity is excited by subjects that are brought up in class, and a desire to know more about them sends us to the silent lecturers — the books. It aids one by helping him to read carefully and thoughtfully, thus getting the drift of a selection, even though the meaning is often hidden. It quickens one's perception, memory, powers of comparison and application, and helps him in studying other lessons, for by being thoughtful and careful in this branch of study it cultivates carefulness in other branches. The history is *excellent* in thought, purpose, and execution.

I think the book admirably adapted to normal work, as it stimulates independent thought, and teaches us to arrive at conclusions for ourselves. Although it is said not to cultivate the memory, still I have a much clearer idea of the succession of events than when I memorized general history. History has been the most enjoyable subject I have had in the school.

The work in history this term has been of the most enjoyable character. As I had never before made Ancient History a study, of course I have gained *much* information. I now see how the works of the present day are but outgrowths of seeds sown in past centuries. I like Miss Sheldon's History very much, and think hardly enough can be said of the superiority of this work over the dry text-books which some use. Not only have we studied the battles, campaigns, and constitutional details, but the history of the art and literature, and in extracts can be seen the general characteristics of the people. We have not hurried over the ground to any *great* degree, or made a special study of memorizing dates, but can view historic facts critically and broadly. This way of study requires use of the reasoning faculties, to gain correct answers to questions asked from historical facts and from the extracts given.

I think my work in history this term has helped me to think and to look farther than at the surface of things. I have a better idea of general history and of how one great event follows and grows out of another than I ever had before.

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Florence A. Howe, *Greenport L.I.:* My class work splendidly with it when I let them use it. All always like to use it. By giving out different questions to different benches, and then reading a part of a study, I get the liveliest of discussions. One good hearty discussion does the class more good than seventy-five pages of the bare, dry facts. And they always get into discussion in the use of Miss Sheldon's History. (*Jan.* 20, 1887.)

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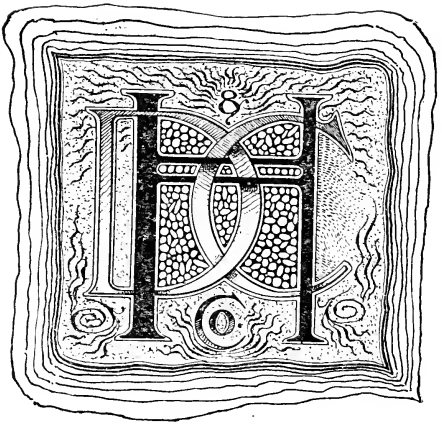
No. 1. The Constitution of the United States. 2. The Articles of Confederation. 3. The Declaration of Independence. 4. Washington's Farewell Address. 5. Magna Charta. 6. Vane's "Healing Question." 7. Charter of Massachusetts Bay, 1629. 8. Fundamental Orders of Connecticut, 1638. 9. Franklin's Plan of Union, 1754. 10. Washington's Inaugurals. 11. Lincoln's Inaugurals and Emancipation Proclamation. 12. The Federalist, Nos. 1 and 2. 13. The Ordinance of 1787.



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